

**> INTRODUCTION****> Introduction** Page 2**> How To Use This Resource** Page 3**> The Importance of Road Safety** Page 4**> UNITS****> First Steps** Page 5**> Crossing the Road** Page 11**> Safer Crossing Places** Page 17**> Rules of the Road** Page 23**> Hazards** Page 29**> Safer Journeys** Page 35**> ANSWERS AND LINKS****> Answers** Page 41**> Useful Links** Page 50**> Curriculum Links** Page 51

Young children are vulnerable road users, particularly as pedestrians. They are eager to explore the world around them but usually have little idea of danger; their size is against them, restricting their view of oncoming traffic, and drivers and motorcyclists often don't see them until too late; their inexperience means they frequently miscalculate traffic speed, distance and the time needed when crossing the road.

We need to encourage their understanding of traffic in their environment, and help them develop their own risk assessment skills, building towards **safer independent travel**.

This new edition of Pedestrian Skills is a classroom resource for 4-11 year olds to help develop their road safety understanding and skills, from very basic introductions to more complex topics, in a step by step approach.

However, deskbound road safety education is not enough. It is vital that children get real life, hands-on experience out and about, both with their parents (hopefully setting a good example), and more importantly by structured practical activities with you, the teacher, and volunteers.

Kerbcraft is run in many areas and provides opportunities for children to practise their crossing skills in a controlled environment, following good examples. Practical activity, together with sound follow up work in the classroom, is the best combination for retention of life saving messages – with understanding.

An outline of all the key issues regarding pedestrian safety is given at the beginning of each unit.

The original printed version of Pedestrian Skills has been very popular for many years, with pupils and teachers alike. The topics are presented in friendly, fun format with short text, many illustrations and interesting activities.

This new edition, totally updated to reflect current traffic legislation and environment, has retained the strengths of the original version but has fresh illustrations, a different font and layout, with reorganised topics and some newly developed activities. In keeping with technological changes and concerns for the environment, we are proud to provide this second edition in CD format, for use on individual PCs or for display and discussion on interactive whiteboards.

We hope you will find it practical and easy to use, but do get back to us should you have comments or suggestions for any future resource.



This resource is intended for use by children of all abilities, from those with learning difficulties to those classified as gifted and talented. No child – whatever his or her ability - is exempt from the potential risk of being killed or injured on our roads. There is therefore no direct indication of age groups on the actual worksheets, to allow you greater flexibility with your pupils. However, guide age ranges are suggested in each section of this Teacher's Guide.

The resource is cross-curricular. Tightly aligned with personal safety and citizenship (PSHE / PSD /PSE /PD&MU) plus literacy, it also has opportunities (with both the worksheets and extension activities) to link directly into Maths, Science, Geography, History, ICT, Art and Design. There is an at-a-glance Curriculum Links chart at the back of this guide.

Each unit consists of 10 related topics. Two pages are devoted to each topic, the first usually a fact sheet and the second a worksheet. The activities on the worksheets are of varying difficulty; however the topics progress in a logical way, becoming increasingly demanding with each new unit.

The resource is flexible enough to be 'dipped' into or used in sequence; although we recommend that whenever possible you work in complete units. This will maximise benefits to your pupils in terms of building road safety skills and knowledge.



“Road traffic injuries are a major but neglected public health challenge that requires concerted efforts for effective and sustainable prevention. Of all the systems which people have to deal with every day, road traffic systems are the most complex and most dangerous. Worldwide, an estimated 1.2 million are killed in road crashes each year and as many as 50 million are injured. Projections indicate that these figures will rise by about 65% over the next 20 years unless there is new commitment to prevention.”

**(World Report on Injury Prevention, WHO 2004)**

Every day more than 3,000 people around the world die from road traffic injury. Millions more are injured. Children and young people represent more than 40% of all people killed every year.

Pedestrians have a high exposure to risk as they are totally unprotected against a collision with a vehicle. Even at low impact speed, a collision will inevitably lead to the pedestrian getting injured. The degree of injury depends to an extent on the age of the pedestrian – young children and the elderly being the most vulnerable.

Research has found that children in the lowest socio-economic group are over 4 times more likely to be killed as pedestrians, than children in the highest bracket. Also, injuries to child pedestrians from disadvantaged families tend to be of greater severity.

4-9 year old children are at risk as pedestrians, due to their lack of skills and experience. Older children are even more at risk as they start travelling independently. Also, they are prone to risk-taking (especially boys) and peer pressure.

It is therefore very important that we start developing children's road skills as early in life as possible. This way, they will have a better chance to grow up safely and become responsible adult road users.





**SUGGESTED AGE RANGE: 4-6**

This first unit introduces some basic road safety concepts for young pedestrians and aims to build their vocabulary and awareness.

**Topics**

A1 & A2	Pedestrians	A11 & A12	No pavement
A3 & A4	Pavement	A13 & A14	Walk, don't run
A5 & A6	Roads	A15 & A16	Play in safer places
A7 & A8	Traffic and vehicles	A17 & A18	Be seen by day
A9 & A10	Wheels on pavements	A19 & A20	Be seen by night

**Key Messages**

- Pedestrians are people who walk.
- Pavements are for pedestrians.
- Roads are for traffic and must be crossed carefully.
- There are different types of vehicles that make up traffic on our roads.
- Understanding that pedestrians sometimes use things with wheels on pavements: trolleys, wheelchairs, pushchairs, etc.
- When there are no pavements, walk facing oncoming traffic in single file.
- The importance of not running near roads and risking tripping or falling near traffic.
- Young children should always hold hands with a responsible adult when out and about near traffic.
- Children should play safely away from traffic, in gardens, parks or playgrounds.
- Wearing bright, colourful clothes helps us to be seen in the day.
- Wearing white or reflective clothing helps us to be seen at night.

**Practical experience**

If possible, plan sessions where the children can practise what they have learnt outside, accompanied by teachers, parents or responsible volunteers.

Highlight the key messages in this unit when out, so the children can discuss them back in class. The suggested extension activities can be of additional benefit.

NB. Always conduct practical experience sessions in a controlled environment; always set a good example, always hold hands, keeping well away from traffic, looking and listening for possible danger.





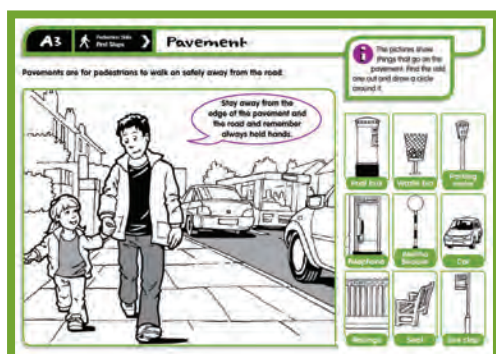
## A1 & A2 > Pedestrians

**Aim:** to understand the term 'pedestrian' and relate it to themselves and their family/friends.

**Extension ideas:** how animals walk; human feet versus animal paws/hoofs, etc; different walking speeds/patterns as people grow, from toddlers to old age; people who cannot walk; impact of walking on the environment versus other modes of transport; health benefits of walking; possible dangers when walking (from traffic and other causes); about shoes – history/different types; class survey of how many metres/km children walk in a day; compare with children in poorer countries, (no cars, buses, etc); create a mural with all children drawing themselves as pedestrians; creative story about two pedestrians; on PC use text, images and/or sound to develop ideas on the theme.

### Links with the Curriculum:

English, PSHE /PSD/PSE/PD&MU, Citizenship, ICT, Maths, Science, Geography, Art & Design



## A3 & A4 > Pavement

**Aim:** to understand the difference between the pavement and the road; that pavements are for pedestrians to walk on, away from traffic; that young children should always hold hands with a responsible adult.

**Extension ideas:** discuss different surfaces on pavements; things we can find on a pavement (trees, grass verges, street lights, telephone kiosks, benches, bus stops, litter bins, etc); organised walk in local area to examine pavements and how people use them, i.e. parents with prams, old people, young people; roads with no pavement; who is responsible for keeping pavements clean and doing any repairs needed; creative story about a broken pavement; look at the shapes of objects that are found on pavements and divide them into lists of triangular, square, rectangular and circular; on PC use text, tables, images and/or sound to develop ideas on the theme.

### Links with the Curriculum:

English, PSHE /PSD/PSE/PD&MU, Citizenship, ICT, Maths, Geography, Art & Design

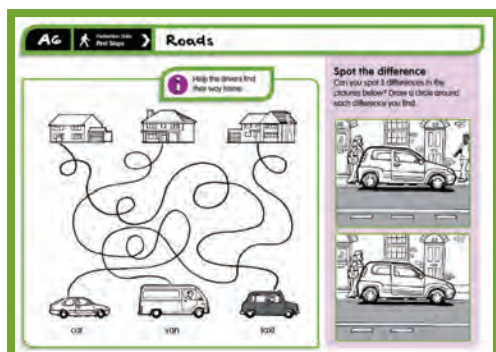




## A5 & A6 > Roads

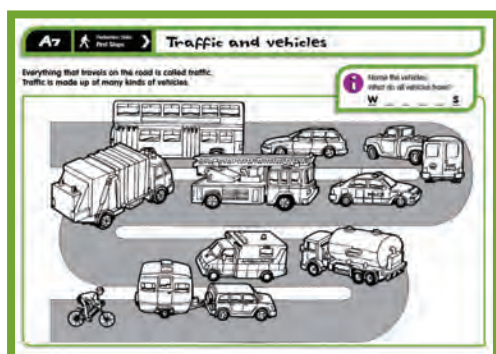
**Aim:** to understand that roads are mainly for traffic and that children must not play or walk on the road.

**Extension ideas:** the importance of roads in our everyday lives / how it would be different if we didn't have roads; roads in history; different types of roads – country roads versus town roads; things we can find on a road (pedestrian crossings, islands, traffic, roadworks, etc); who is responsible for building and maintaining our roads; what materials different roads are made from; creative story about road building in Roman times; on PC use text, tables, images and/or sound to develop ideas on the theme.



### Links with the Curriculum:

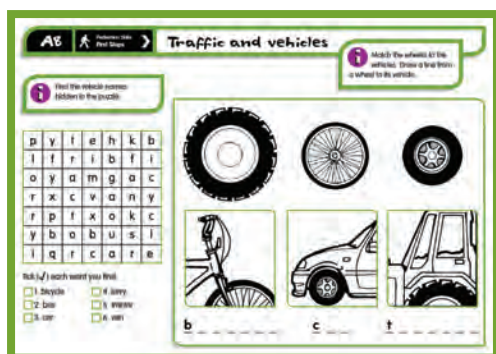
English, PSHE / PSD / PSE / PD&MU, Citizenship, ICT, Geography, History



## A7 & A8 > Traffic and vehicles

**Aim:** to familiarise pupils with the terms 'traffic' and 'vehicles' and be able to identify different types of vehicles.

**Extension ideas:** collage of pictures of different types of vehicles; vehicles in history - how motor vehicles developed; motor vehicles versus non-motor vehicles; impact of motor vehicles on the environment; design a vehicle for the future; features of different vehicles (windows, wheels, doors, pedals, etc); slow vehicles and fast vehicles; different shapes of vehicles, which vehicles have wheels, which don't; creative story about traffic of the future; on PC use text, tables, images and/or sound to develop ideas on the theme.



### Links with the Curriculum:

English, PSHE / PSD / PSE / PD&MU, Citizenship, ICT, History, Science, Art & Design



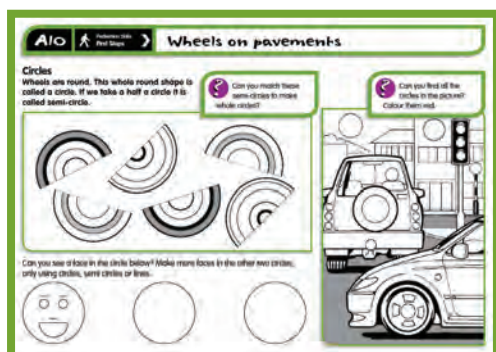




### A9 & A10 > Wheels on pavements

**Aim:** to understand that not everything with wheels is 'traffic' and the significance of the wheel in our lives.

**Extension ideas:** practical session outside to 'spot' different things with wheels, used on the pavement; people who cannot walk (babies, old people, injured people, etc); discuss usefulness of the wheel in our everyday lives; history of the wheel; draw patterns with circles; creative story about life without wheels; on PC use text, tables, images and/or sound to develop ideas on the theme.



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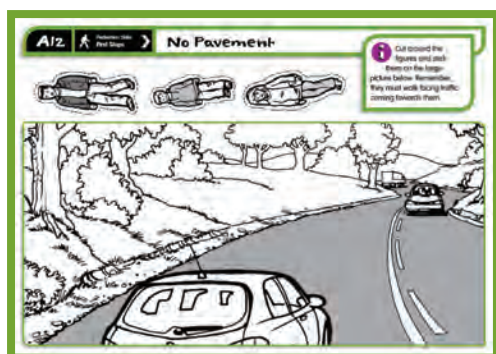
English, PSHE / PSD / PSE / PD&MU, Citizenship, ICT, Maths, Geography, History, Science, Art & Design



### A11 & A12 > No pavement

**Aim:** to help pupils understand which is the safest way to walk on roads with no pavement – quite common for those living in rural areas.

**Extension ideas:** practical demonstrations (perhaps in the school hall or accompanied outside) to clarify on which side of the road pedestrians should walk; observation of traffic flow outside; discussion on how traffic moves in other countries (right hand driving) and how it affects pedestrians; examples of people walking in formation (army, school outings, etc); or go online and research the different types of verges on rural roads with no pavements – what plants grow there?; creative story about a hedgerow; on PC use text, tables, images and/or sound to develop ideas on the theme.



#### Links with the Curriculum:

English, PSHE / PSD / PSE / PD&MU, Citizenship, ICT, Geography

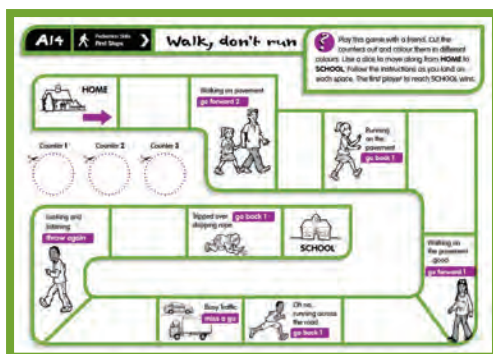




### A13 & A14 > Walk, don't run

**Aim:** for pupils to understand that running while on, or near, the road can put them in danger.

**Extension ideas:** different words relating to how we can move around on foot (walk, run, stroll, jog, skip, etc); walking/running for sport or fitness; our speed when moving around in different ways – compare with speed of traffic and speed of different animals; what happens to our 'sense of our surroundings' while we run – is it better or worse than when walking? Why?; why is holding hands important to help keep us safe walking or running; write a poem about different ways of moving; on PC use text, tables, images and/or sound to develop ideas on the theme.



#### Links with the Curriculum:

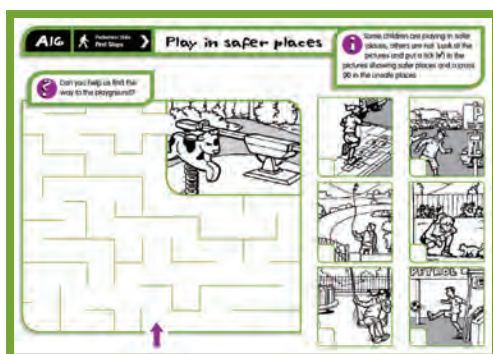
English, PSHE / PSD / PSE / PD&MU, Citizenship, ICT, Science, Maths



### A15 & A16 > Play in safer places

**Aim:** to help pupils understand that not all places are suitable for playing and that they must choose only safer places to play.

**Extension ideas:** discussion on what makes a place safe from traffic; different types of fences and other barriers – collect / take pictures and make display of safe and unsafe places; discussion on other dangers children face when outside (personal safety); with pupils' participation, compile a list of different games children play outside – suggestions of where these games can be played safely in your area; survey the class to find out favourite games, sports / places locally; create new jingles for a skipping game or ball bouncing game; on PC use text, tables, images and/or sound to develop ideas on the theme.

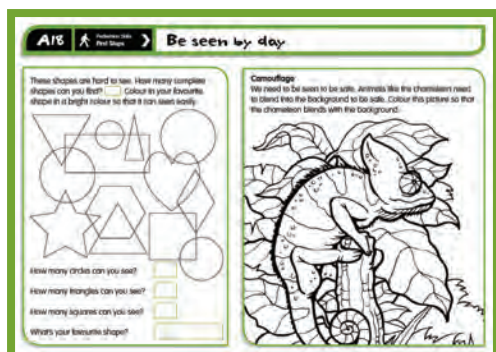


#### Links with the Curriculum:

English, PSHE / PSD / PSE / PD&MU, Citizenship, ICT, Maths, Geography, Art & Design

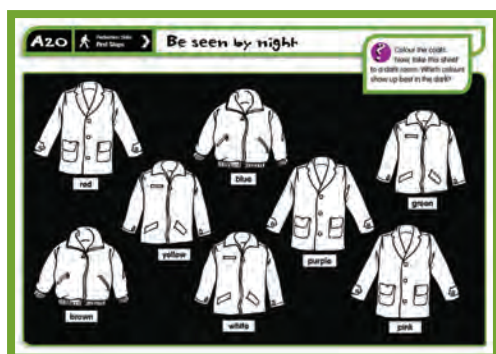






### Links with the Curriculum:

English, PSHE / PSD / PSE / PD&MU, Citizenship, ICT, Maths, Science, Geography, Art & Design



## A17 & A18 > Be seen by day

**Aim:** to help pupils understand the importance of 'being seen' as a way of staying safe near traffic.

**Extension ideas:** the theory of colour; the colour wheel; contrast; the rainbow colours; paint samples of different colours and make class display to demonstrate how bright colours stand out; survey of colours people wear in the streets where you live; write about favourite colours; colours in nature / animals / camouflage; write about the difficulties of being invisible or difficult to see; on PC use text, tables, images and /or sound to develop ideas on the theme.

## A19 & A20 > Be seen by night

**Aim:** to help pupils understand that colours that show up well in the day cannot be seen at night and that reflective material is the best to wear when walking after dark.

**Extension ideas:** collect reflective things (mirrors, foil, shining metal and proper reflective items) – experiment in dark room; people wearing clothes with reflective strips (police, road workers, rail workers, cyclists, etc); reflective things in the environment (the sea, lakes, water puddles, etc) – collect pictures of reflections; how mirrors work; write list of opposites; write a poem about pitch darkness; on PC use text, tables, images and /or sound to develop ideas on the theme.

### Links with the Curriculum:

English, PSHE / PSD / PSE / PD&MU, Citizenship, ICT, Science, Art & Design



**SUGGESTED AGE RANGE: 5-7**

This whole unit is devoted to teaching pupils how to cross the road safely. Each aspect is examined separately in detail. More than any other unit, this one must be taught in a structured manner and in a continuous way so that pupils can get to grips with this very important topic.

**Topics**

B1 & B2	Who can help us?	B11 & B12	Use your eyes and ears
B3 & B4	Stop	B13 & B14	Walk straight across
B5 & B6	Stand near the kerb	B15 & B16	Think first
B7 & B8	Look all around	B17 & B18	The Green Cross Code
B9 & B10	Listen carefully	B19 & B20	Arrive alive

**Key Messages**

- People we can trust to help us to cross the road safely, such as police officers, traffic wardens and School Crossing Patrols.
- Always stop before crossing any road.
- Stand near the kerb before crossing, so you can look and listen for traffic.
- Make sure you look all around for traffic before crossing.
- Make sure you listen carefully for traffic before crossing.
- Understanding the importance of looking and listening together, because you can often hear traffic before you can see it.
- Walk straight across the road, looking and listening all the time.
- Think carefully about where you should cross, as some places are dangerous.
- Using the Green Cross Code every time you cross, means you Arrive alive:
  - Think first
  - Stop
  - Use your eyes and ears
  - Wait until it's safe to cross
  - Look and listen whilst walking straight across
  - Arrive alive!
- Remember, always hold hands with a responsible adult when walking near or crossing the road.

**Practical experience**

If possible, plan sessions where the children can practise what they have learnt outside, accompanied by teachers, parents or responsible volunteers.

Highlight the key messages in this unit when out, so the children can discuss them back in class. The suggested extension activities can be of additional benefit.

NB. Always conduct practical experience sessions in a controlled environment; always set a good example, always hold hands, keeping well away from traffic, looking and listening for possible danger.



**B1** **Who can help us?**

Our parents, and people who look after us, help us to cross the road safely. There are other people like: Police Officers, School Crossing Patrols and Traffic Wardens who help us. Always wait until they signal you to cross the road and always cross in front of them.

Police Officer      School Crossing Patrol      Traffic Warden

**B2** **Who can help us?**

Help the Police Officer find her badge, the Traffic Warden find his book and the School Crossing Patrol find her sign.

## B1 & B2 > Who can help us?

**Aim:** to explain to pupils who are the people they can trust to help them cross the road, and that it is all right to be helped sometimes – especially on busy roads.

**Extension ideas:** jobs and professions; people whose work involves helping others; how we can help other people sometimes (especially younger siblings and older relatives / neighbours); help within the family; people we can trust and people we shouldn't; arrange a visit from a police officer, traffic warden or School Crossing Patroller; role-play different 'crossing the road' scenarios; design a new outfit for someone who helps others; on PC use text, tables, images and/or sound to develop ideas on the theme.

### Links with the Curriculum:

English, Drama, PSHE / PSD / PSE / PD&MU, Citizenship, ICT, Geography, Art & Design

**B3** **Stop**

We must always stop before crossing the road and stand on the pavement near the kerb.

Tick (✓) the pictures with people stopped at the kerb. Put a cross (X) in the pictures with people that did not stop. Colour in the pictures with a tick.

**B4** **Stop**

**What stop means**  
Draw the pictures that mean 'stop'.

- In the first box draw the man that means 'stop'. Colour him red.
- In the second box draw the man that means 'go'. Colour him green.

**Stop the traffic**  
This sign is used by School Crossing Patrols to stop the traffic outside schools. Colour it in using the key below.

Key:  
R = red  
Y = yellow  
B = black

Write 'stop' or 'stopped' to complete the sentences.

- The bus stopped at the bus stop.
- The car \_\_\_\_\_ as we pedestrians cross.
- \_\_\_\_\_ their money, said 'stop'.
- Don't \_\_\_\_\_ at the kerb before crossing the road.

## B3 & B4 > Stop

**Aim:** to make pupils understand the importance of always stopping before crossing the road, to check if it is safe – they cannot do that properly if they are moving or running.

**Extension ideas:** practical experiments / games to play in the hall / during PE: trying to stop after walking or running / trying to observe things while standing, walking or running – when is easier?; expressions using the word 'stop'; opposites; red and green as opposite colours; colour blindness; list of red things and list of green things; colours in literature; on PC use text, tables, images and/or sound to develop ideas on the theme.

### Links with the Curriculum:

English, PSHE / PSD / PSE / PD&MU, Citizenship, ICT, Geography, Science, Art & Design





**B5** **Stand near the kerb**

Stand a little way back from the kerb – well away from traffic, but where you can still see if anything is coming.

**1** It's not a good idea to stand too close to the kerb. This is too near – the road and the traffic.

**2** This is too far – you cannot see all traffic from this position.

**3** This is just right – far enough from the road to be safe, but still able to see traffic coming.

**B6** **Stand near the kerb**

Fill in the missing words:

too near    too far    just right

1 That car came \_\_\_\_\_ to me. It nearly hit me.

2 It is \_\_\_\_\_ to travel tonight as it is nearly dark.

3 This porridge is \_\_\_\_\_ said Goldilocks as she tasted baby bear's porridge.

4 Can you pass me the pencil please? It is \_\_\_\_\_ for me to reach.

5 I think these shoes are \_\_\_\_\_ for my feet.

6 Don't get \_\_\_\_\_, I have a cold.

**Which Shoes?**  
Follow the clues to find the correct shoes.

- These are not black.
- These have not got shoelaces.
- These haven't got a strap.
- These are not grey.

**1** Look at the pictures of the two people waiting to cross the road. List all the things that each of the children need to look out for.

**2** Look at the pictures of the shoes. Which shoes are the correct shoes?

## B5 & B6 > Stand near the kerb

**Aim:** to help pupils understand what the kerb is and where to stand to check for traffic; start developing the skills to judge distance.

**Extension ideas:** class walk around the school to look at kerbs and practise standing at the right place, just behind the kerb – and where to stand if there is no kerb; discuss situations where a small adjustment can make a big difference in the results (for example, steering a car or bicycle, making a kite that flies, exercising/working an extra hour a day, etc); create a mural where everyone draws an aerial view of their own feet, in a line - place feet in the correct position for the kerb; on PC use text, tables, images and/or sound to develop ideas on the theme.

### Links with the Curriculum:

English, PSHE / PSD / PSE / PD&MU, Citizenship, ICT, Geography, Art & Design

**B7** **Look all around**

Make sure you give yourself lots of time when crossing the road. You must look all around for traffic. Look right and left and also look for vehicles coming out of driveways.

**1** Look at the picture of the two people waiting to cross the road. List all the things that each of the children need to look out for.

**B8** **Look all around**

**1** Answer the questions below. You will find the answers in the pictures.

Where is there a passenger reading a newspaper?

How many tree trunks are on these benches?

Where is there an odd shoe?

Which picture shows a car reversing out of the driveway?

Where is there a pet loose near traffic?

Where is there a disabled road user?

## B7 & B8 > Look all around

**Aim:** to help pupils understand that traffic can appear from many directions and they need to check carefully before crossing the road.

**Extension ideas:** collect or take pictures of road scenes and discuss where traffic could come from for each one (include cyclists who, wrongly, ride on pavements and driveways); practise giving directions to each other to arrive at different parts of the school; the points of the compass; observation games; research how your eye works and draw a diagram; on PC use text, tables, images and / or sound to develop ideas on the theme.

### Links with the Curriculum:

English, PSHE / PSD / PSE / PD&MU, Citizenship, ICT, Science, Geography



**B9** **Listen carefully**

Sometimes we can hear traffic coming before we are able to see it. That's why it is important to look and listen carefully for traffic, before we cross the road.

*'You can see and you can hear this vehicle.'*

*'Sometimes a vehicle can be heard before you see it.'*

*'Sometimes we need to really listen as vehicles can be hidden by others.'*

**B10** **Listen carefully**

**Match the ears to the animal**  
Name the animals and put the correct numbers in the boxes below.

1 This animal meows.  
2 This animal squeaks.  
3 This animal trumpets.  
4 This animal goes "oo oo oo".  
5 This animal gives "seeyen".  
6 This animal gives "woof woof".

**Some sound - different meaning**  
Some words sound the same but they are different in meaning and in spelling. Choose the right word from each pair in the brackets to complete the sentences below.

1 I died at \_\_\_\_\_ in the ropes. (net / knot)  
2 He got a \_\_\_\_\_ bicycle for his birthday. (new / knew)  
3 I can hear a car coming but I doesn't. It (see / sea)  
4 It was a lovely day and the \_\_\_\_\_ was shining. (sun / son)  
5 This morning I forgot to comb my \_\_\_\_\_ (hair / hare)  
6 The cat caught the mouse by the \_\_\_\_\_ (tail / tail)  
7 We go swimming once a \_\_\_\_\_ (week / weak)  
8 There is a bus leaving every \_\_\_\_\_ (hour / our)  
9 I went out to \_\_\_\_\_ at nine o'clock. (by / buy)  
10 My dad \_\_\_\_\_ at him for me. (made / maid)

### Links with the Curriculum:

English, PSHE / PSD / PSE / PD&MU, Citizenship, ICT, Science

## B9 & B10 > Listen carefully

**Aim:** to make pupils understand the importance of listening carefully for traffic before crossing the road; to discriminate between traffic sounds and to recognise their direction.

**Extension ideas:** play blindfold games to develop sense of sound direction; record different traffic sounds, then play in class and try to recognise each sound; do similar activity with non-traffic sounds; listening versus hearing; deaf people and how they cope; research how we hear and draw diagram; on PC use text, tables, images and/or sound to develop ideas on the theme.

**B11** **Use your eyes and ears**

After you stop, look all around for traffic, and listen. Look in every direction. Listen carefully because you can sometimes hear traffic before you can see it.

*1. Some vehicles are small and easy to miss. Look at the pictures of the vehicles and say what you can see.*

**B12** **Use your eyes and ears**

**Look carefully!**  
Which of the two circles is the largest?

Which line is longer than the other?

**Look and listen carefully!**  
What do you see with your eyes open?

Now, close your eyes and say what sounds you hear.

**What do you see in this picture?**  
A candlestick or two faces

*We get a better idea of the world around us if we both look around and listen carefully.*

## B11 & B12 > Use your eyes and ears

**Aim:** to help pupils understand the importance of looking and listening (at the same time) for traffic before crossing the road, and that sometimes we can hear things before we can see them.

**Extension ideas:** our sight and hearing senses – how accurate are they, things we can do to exercise the senses, things that can worsen or permanently damage our sight and hearing; disruptions; being blind or deaf; optical illusions; play whispering games; direction of sound; speed of light and sound; thunder and lightning; look at different animals' and insects' eyes and ears; on PC use text, tables, images and/or sound to develop ideas on the theme.

### Links with the Curriculum:

English, PSHE / PSD / PSE / PD&MU, Citizenship, ICT, Science



**B13** **Walk straight across**

**Keeping straight!**  
The safest way to cross the road is straight across. Why do you think this is so? Tick the correct answers (there could be more than one).

- ☐ Because you walk less this way, so you get less tired.
- ☐ Because this is the shortest route – the less you are on the road the better!
- ☐ Because this way you can still see if traffic is coming from both directions.
- ☐ Because walking straight is the right thing to do!

**Experiment**

- Use string, ribbon or tape (and marks on the floor) to the assembly room or the playground: two parallel lines, a good distance apart. Pretend this is the road.
- Stand behind one of the parallel lines (present kerb) and cross the road in different ways – straight, diagonally, in a curve, etc. Count your steps each time the crossing line has in front of the other as you walk. Keep a note of how many steps you do for each different way to cross.
- Which way of crossing the road was the shortest?

The following message is hidden in this puzzle. Cut the jigsaw pieces and put them in the right order.

T	R	F	O	T	E	A
T	A	I	S	Y	O	
A	F	C	S	F	I	R
A	C	S	S	R	O	G
L	O	N	D	N	O	K
A	U	T	E	S		
L	I	S				
W	A	L	K			

**1** The blank squares on the jigsaw pieces indicate spaces between words.

## B13 & B14 > Walk straight across

**Aim:** to help pupils understand why walking straight across to the opposite side is the most sensible way of crossing a road.

**Extension ideas:** about lines: straight, curved, parallel lines, vertical lines, etc; practical experiments in school playground, recreating a 'road' to cross in different ways – time each different way and compare at the end; discuss expression 'as the crow flies'; on PC use text, tables, images and/or sound to develop ideas on the theme.

**B14** **Walk straight across**

**Find the shortest way home**  
The Smith family are out doing their Christmas shopping – they have 3 more shops to visit. There are 3 different routes home that they can take – all having the help of shops they need. As they are tired, they need to find the shortest way home. Can you help them?

The shortest route home is  m.

**Walk - don't run**

**Story 1**

**Story 2**

**1** Two picture stories have been all muddled up. Can you put them in the right order? Each story has four pictures.

### Links with the Curriculum:

English, PSHE / PSD / PSE / PD&MU, Citizenship, ICT, Maths

**B15** **Think**

**Before we cross the road, we must think about finding the safest place to cross. This is very important because some places are much safer than others and some are very dangerous.**

**Pedestrian crossings are some of the safest places to cross the road.**

**Sharp bends are some of the most dangerous places to cross the road.**

**1** If there are no problems, crossing safely, choose a place where you can see clearly along the road in all directions.

## B15 & B16 > Think first

**Aim:** to help pupils understand what makes one place safer to cross than another, and that they have a choice of where to cross a road.

**Extension ideas:** discuss safe and unsafe places to cross the road near their school; class outing in local area to find safe and unsafe places to cross, and to observe where other people choose to cross; discuss importance of seeing and being seen clearly on the roads, in the air, in the sea; what happens when we 'think'; the human brain versus animal brains; expressions, sayings and songs which mention the word 'think' or 'thought'; test 'brain' with memory and mental quizzes on numbers, times tables etc; on PC use text, tables, images and/or sound to develop ideas on the theme.

**B16** **Think**

**Brainpower**  
We think with our brains. Can you think of the right words to complete the sentences below?

We think with our

We think with our

We think with our

We think with our

We think with our

We think with our

**Five senses**  
Our 5 senses use parts of our body. Name each sense.

Sight:

Hear:

Smell:

Taste:

Touch:

**1** The pictures below tell a story, but the order is wrong. Think of what could happen and draw in the picture to complete the story.

### Links with the Curriculum:

English, PSHE / PSD / PSE / PD&MU, Citizenship, ICT, Maths, Geography





**B17** **Creating the Road** **The Green Cross Code**

The Green Cross Code is a guide for crossing the road safely. You must learn how to use the code every time you cross.

- 1 Think first**  
Find the safest place to cross then stop.
- 2 Stop**  
Stand on the pavement near the kerb.
- 3 Use your eyes and ears**  
Look all around for traffic, and listen.
- 4 Wait until it's safe to cross**  
If traffic is coming, let it pass.
- 5 Look and listen**  
When it's safe, walk straight across the road.
- 6 Arrive alive**  
Keep looking and listening for traffic while you cross.

Solve the puzzle. All the hidden words are underlined in the Green Cross Code.

t	r	a	f	f	i	c	m	a
w	t	h	i	n	k	r	n	i
a	k	e	n	i	o	o	k	i
i	m	x	d	i	m	s	e	v
k	e	e	p	s	y	s	r	e
e	a	r	s	t	o	p	b	w
w	h	i	l	e	s	a	f	e
m	s	t	a	n	d	s	j	i
r	o	a	d	z	e	y	e	s

**B18** **Creating the Road** **The Green Cross Code**

**The Semaphore Code**  
There are many kinds of codes. Semaphore is a code that uses small flags and arm signals instead of letters. Learn the Semaphore code and pass secret messages to your friends.

Write the matching letter below each signal to read the message.

## B17 & B18 > The Green Cross Code

**Aim:** to help pupils learn the sequence of the Green Cross Code and to appreciate that they need to use it every time they cross a road.

**Extension ideas:** what is a code (a set of rules) – other codes that tell us what to do; codes that help us communicate (Morse code and Semaphore code particularly in the war) – invent your own secret code; our senses, especially sight and hearing; how blind and deaf people can cross the road safely; sequence of events/putting things in logical order; think about how 'green' is often used to denote safety and how 'red' often means danger; write your own set of rules to keep safe; on PC use text, tables, images and /or sound to develop ideas on the theme.

### Links with the Curriculum:

English, PSHE /PSD /PSE/PD&MU, Citizenship, ICT, Maths, Science

**B19** **Creating the Road** **Arrive alive**

Arrive Alive is part of the Green Cross Code. Answer the questions below and circle the correct word, then write out the Green Cross Code, using those words.

What do you have to do first every time you want to cross the road?  
think - sing - dance

What do you have to do at the kerb?  
go - jump - stop

How do you look for traffic?  
all around - just in front - up in the sky

What do you do until it's safe to cross?  
dash out - jump up and down - wait

When it is safe to cross, what do you do?  
jump - walk straight across - run out

What should you do while crossing?  
wave to friends - sing and dance - look and listen

What do we say when you've crossed safely?  
arrive alive - crossed crazily - walked weirdly

Write the 6 parts of the Green Cross Code using the correct words, from those you've chosen above.

- 
- 
- 
- 
- 
- 

**B20** **Creating the Road** **Arrive alive**

**Design a poster**  
Design a poster to remind people to use the Green Cross Code. Use the template below or design your own.

**Example**

**Use the Green Cross Code**

The green cross code is a guide for everyone. It shows us how to cross the road safely. Learn and use the code every time you cross. Use the code - Arrive alive!

**Template**

Main heading

Illustration or photograph

Text

Main message

## B19 & B20 > Arrive alive

**Aim:** to explain to pupils the importance of looking and listening while they cross and to understand that traffic may appear after they start crossing.

**Extension ideas:** speed of vehicles / compare different vehicles; when is it easier to tell how fast a vehicle is going – when we see it from the side or face on?; practical experiments outside: get an idea of how fast a vehicle is travelling by counting seconds needed between two fixed points of known distance i.e. lamp-posts; look at timetables' departure and arrival times; creative writing about sequences of problems on a journey, but all ending well and arriving alive!; on PC use text, tables, images and / or sound to develop ideas on the theme.

### Links with the Curriculum:

English, PSHE /PSD /PSE/PD&MU, Citizenship, ICT, Maths, Geography, Art & Design



**SUGGESTED AGE RANGE: 6-8**

In this unit, we expand on the theme of 'crossing the road' by examining individually the most common types of pedestrian crossings and what pupils have to do to cross the road at night, in one-way streets or between parked cars.

**Topics**

C1 & C2	Zebra crossing	C11 & C12	Traffic island
C3 & C4	Pelican crossing	C13 & C14	Safer places to cross
C5 & C6	Toucan and Puffin crossings	C15 & C16	Between parked cars
C7 & C8	Footbridge	C17 & C18	One-way streets and bus lanes
C9 & C10	Subway	C19 & C20	Crossing at night

**Key Messages**

- Use safer crossing places like a Zebra crossing, but still use the Green Cross Code.
- A Pelican crossing is another safer place:
  - Press the button and wait while the red man shows
  - When the green man shows you can cross with care, walking straight across, looking and listening for traffic
  - If the green man is flashing do not start to cross.
- There are other safer crossing places:
  - Toucans – For cyclists and pedestrians together
  - Puffins – Where buttons are lower for wheelchair users and cameras give extra time to cross
  - Pegasus – With higher button boxes for horse riders.
- Footbridges are safer places to cross, taking pedestrians high above and over the road.
- Subways are safer crossing places taking pedestrians in tunnels under busy roads.
- Traffic islands let us cross the road in two halves, but remember to use the Green Cross Code at the kerb and then again at the island to cross both halves safely.
- School Crossing Patrols help us to cross safely, near schools.
- Only cross between parked cars if there is no safer place near (still use the Green Cross Code):
  - Make sure there is a gap and cars are not about to move off
  - Walk to the outside edge of the cars and stop
  - Use the edge or the cars like the kerb and use the Green Cross Code to cross.
- Being extra careful crossing one way streets or those with bus lanes. Looking carefully in the direction of traffic and using the Green Cross Code.
- Being extra careful crossing at night, under street lights if possible in towns, or if in unlit country roads, away from bends so that you can see traffic coming.

**Practical experience**

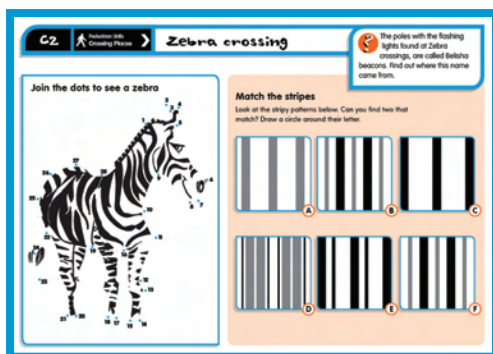
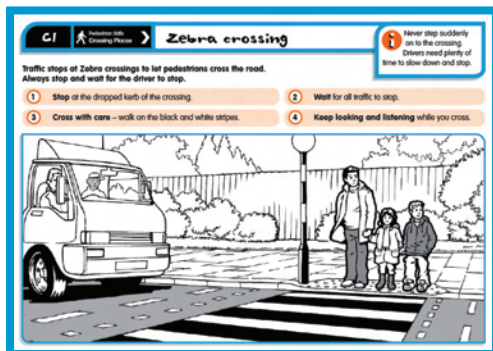
If possible, plan sessions where the children can practise what they have learnt outside, accompanied by teachers, parents or responsible volunteers.

Highlight the key messages in this unit when out, so the children can discuss them back in class.

The suggested extension activities can be of additional benefit.

NB. Always conduct practical experience sessions in a controlled environment; always set a good example, always hold hands, keeping well away from traffic, looking and listening for possible danger.





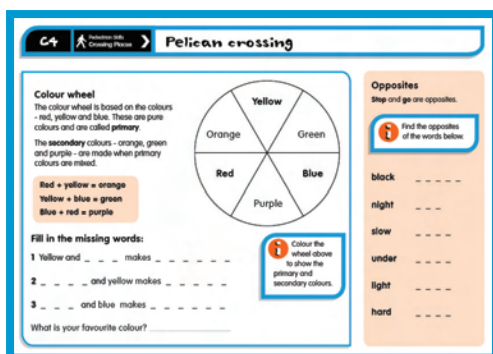
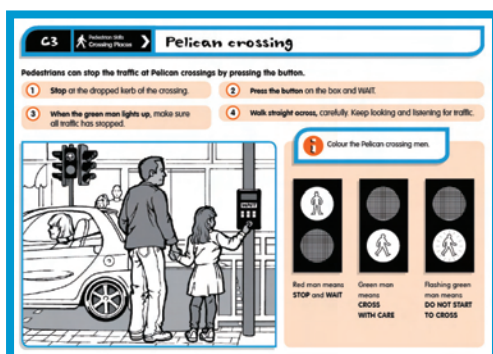
## C1 & C2 > Zebra crossing

**Aim:** to teach pupils that Zebra crossings are safer crossing places and the correct way of using one; to help them realise that traffic may not always stop for them – they need to check that all the traffic has stopped, before using the crossing; the importance of holding hands.

**Extension ideas:** class or group outing to nearest Zebra crossing to observe people and traffic at the crossing and to practise using it safely; about zebras (animals); animals with stripes; collect samples of stripy fabrics or paper – make collage or display; expressions with the words 'black' and 'white'; opposites; contrast; black & white photography; create art using black and white geometrical shapes; on PC use text, tables, images and/or sound to develop ideas on the theme.

### Links with the Curriculum:

English, PSHE / PSD / PSE / PD&MU, Citizenship, ICT, Maths, Science, Geography, Art & Design



## C3 & C4 > Pelican crossing


**Aim:** to show pupils why Pelican crossings are safer places to cross and the correct way of using them; to help them realise that they must not rely upon traffic stopping for them – they need to check that all traffic has stopped, before using the crossing; the importance of holding hands.


**Extension ideas:** class or group outing to nearest Pelican crossing to observe people and traffic at the crossing and to practise using it safely; about pelicans (animals); find out what the word PELICAN (as in crossing) stands for; make model of a Pelican crossing to include light signals for drivers; make large display showing the lights signals of a Pelican crossing for both pedestrians and drivers (i.e. when pedestrians have green man, drivers have red light, etc); expressions with the words 'red' and 'green'; colour blindness; show in a diagram how a Pelican crossing works; create on PC a word document describing how to use a Pelican crossing; on PC use text, tables, images and/or sound to develop ideas on the theme.

### Links with the Curriculum:


English, PSHE / PSD / PSE / PD&MU, Citizenship, ICT, Science, Geography









Activate the  
Grouping Phase



## Toucan and Puffin crossings



**Toucan crossings** are for cyclists, as well as pedestrians, to cross together. The green man allows when pedestrians can cross. The green cyclist shows when cyclists can cross.



**Puffin crossings** have cameras that check that people have lots of time to cross. The button boxes are lower for those in wheelchairs.

**I** There is one more crossing similar to a Pelican crossing. It is called a **Pegases crossing** and helps horse riders to cross the road safely.

The button box is placed high so the riders do not have to climb down to use it.

Practice the  
Crossing Phase

Toucan and Puffin crossings.

**Animal kingdom!**  
Several crossing places have been named after animals. Draw a picture of each animal in the boxes below.

zebra

pelican

toucan

puffin

pegasus

**Sort the crossings**  
Crossing places have some things in common and some things that are different. Look at the descriptions below and then use the numbers to fill in the diagram.

<b>Pelican crossings</b>	<b>Toucan crossings</b>	<b>Puffin crossings</b>
1 is a crossing place	1 is a crossing place	1 is a crossing place
2 controlled by pedestrians	2 controlled by pedestrians and cyclists	2 controlled by pedestrians
3 red and green main signals	3 red and green main signals	3 red and green main signals
4 flashing green main signal	4 green bicolor signal	4 monitoring cameras
5 marked on the road with white dotted lines	5 marked on the road with white dotted lines	5 marked on the road with white dotted lines
6 zig-zag lines on either side	6 zig-zag lines on either side	6 zig-zag lines on either side




## C5 & C6 ➤ Toucan and Puffin crossings

**Aim:** to familiarise pupils with some alternative safer crossings and how to use each safely to cross the road.

**Extension ideas:** class or group outing to nearest Toucan or Puffin crossing (if available in your area) to observe people and traffic at the crossing and to practise using it safely; about toucans and puffins (animals); about Pegasus (mythical horse); find out what the words TOUCAN, PUFFIN and PEGASUS (as in crossings) stand for; show in a diagram how a Puffin crossing works; create a name for a new type of crossing – the name must be an acronym and also be the name of an animal or bird; create on PC a word document describing how to use Toucan and Puffin crossings; on PC use text, tables, images and /or sound to develop ideas on the theme.

### Links with the Curriculum:

English, PSHE / PSD / PSE / PD&MU, Citizenship, ICT, Maths, Science, History, Geography, Art & Design






**Footbridge**

**1** When you use a footbridge, hold on to the railings so that you don't slip on the steps.

Footbridges are safer crossing places for pedestrians. To use a footbridge, you go up the steps and down again, on the other side of the road!

**1** Never play on a footbridge!



C8


Year 2  
 Reading Test

➤


# Footbridge

They are all bridges!

Except footbridges, there are other types of bridge that go over roads. We have drawn two of them below. Can you think of their names?



... .. bridge












... .. bridge

Stick a photograph of, or draw, a well known bridge near where you live.

### Hidden words

The letters of the word **footbridge** can make other smaller words. The pictures will help you find them. Can you think of any other words?

 _ _ _	 _ _ _	 _ _ _
 _ _ _	 _ _ _	 _ _ _
 _ _ _	 _ _ _	 _ _ _

## C7 & C8 > Footbridge

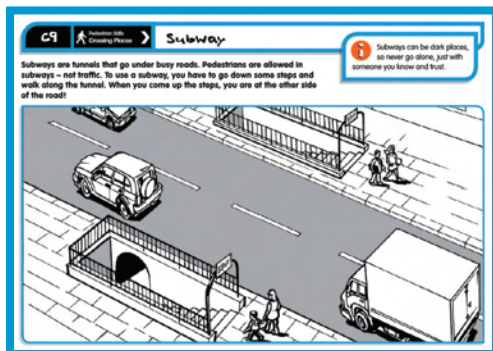
**Aim:** to familiarise pupils with footbridges as a safer crossing place and how to use them correctly.

**Extension ideas:** class or group outing to nearest footbridge (if available in your area) to observe people and traffic and to practise using it safely; compound words – find more compound words containing the word ‘foot’ or ‘feet’; history of bridges; different types and construction of bridges, materials used, pros and cons; study shapes of a variety of different types of bridges – what they go over and what goes over them; on PC use text, tables, images and /or sound to develop ideas on the theme.

### Links with the Curriculum:

English, PSHE /PSD /PSE/PD&MU, Citizenship, ICT, Maths, Science, Geography, History

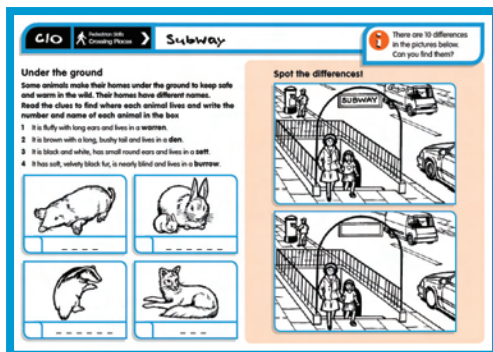




### C9 & 10 > Subway

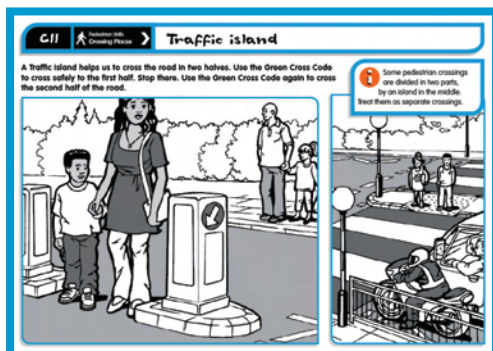
**Aim:** to familiarise pupils with subways as safer crossing places and how to use them correctly; to be aware of other potential dangers to their personal safety.

**Extension ideas:** class outing to nearest subway (if available in your area) to observe people and traffic and to practise using it safely; about tunnels – underground, through mountains and under the sea bed; Channel Tunnel, the history; the Underground (Metro) in large cities; miners and mining tunnels; escape tunnels of prisoners of war; construction of tunnels through history; potential dangers in subways; on PC use text, tables, images and /or sound to develop ideas on the theme.



#### Links with the Curriculum:

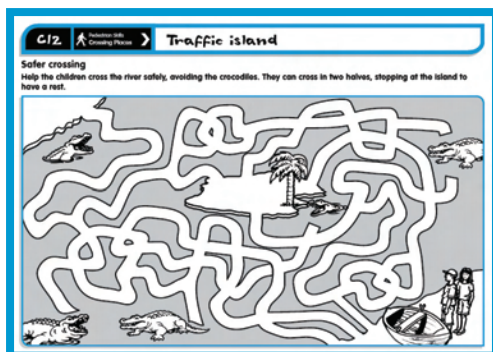
English, PSHE /PSD /PSE/PD&MU, Citizenship, ICT, Science, Geography, History



### C11 & C12 > Traffic island

**Aim:** to familiarise pupils with Traffic islands as an aid to crossing the road; understand that for each half of the road traffic will be coming from a different direction.

**Extension ideas:** class or group outing to nearest Traffic island to observe people and traffic and to practise using it safely; islands in geographical terms; draw diagram (section) to show how islands are joined with the mainland; countries that are an island (like Great Britain); cities that are built on islands (like Venice); islands to which we go for holidays; creative writing about an unusual island and its inhabitants; on PC use text, tables, images and /or sound to develop ideas on the theme.



#### Links with the Curriculum:

English, PSHE /PSD /PSE/PD&MU, Citizenship, ICT, Geography





**C13** **Between parked cars** **Safe places to cross**

Every time we need to cross the road, we must think which are the safer places for us to cross. Sometimes we need to walk a bit further to find them. Here are some safer places to cross.

Polican cr ssing Zebra cro ssing Footbridge  
School Crossing Patrol  
Traffic Island  
Zebra crossing

S \_ \_ \_ \_ Y Traffic is \_ \_ \_ \_ nd School C \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ P \_ \_ \_ \_ \_

### C13 & C14 > Safer places to cross

**Aim:** to familiarise pupils with pedestrian crossings and to be able to decide, each time they need to cross the road, which available place is the safest.

**Extension ideas:** class outing to 'spot' pedestrian crossings in the area near school; observe how crossings operate and discuss in class how they help pedestrians keep safe; if the school has a School Crossing Patrol invite them to join class and explain what they do; from home with parents: walk around local area and 'spot' pedestrian crossings - collect information to see which crossing facility is the most common; discuss dangerous versus safer crossing places, find examples; write a paragraph on the 'safest thing I can do daily and the most dangerous thing I shouldn't do!'; on PC use text, tables, images and/or sound to develop ideas on the theme.

**C14** **Between parked cars** **Safe places to cross**

Which of the four places shown below is safer than the rest, for crossing the road?

Write about each place - how safe will it be to cross there? Why?

- 1
- 2
- 3
- 4

#### Links with the Curriculum:

English, PSHE / PSD / PSE / PD&MU, Citizenship, ICT, Geography

**C15** **Between parked cars** **Between parked cars**

Try not to cross between parked cars if there is a safer place near. If there is nowhere else to cross, follow the steps below:

- 1 Choose a place where there is a space between two cars and make sure it's easy to get to the other side of the road.
- 2 Make sure the cars are not about to move off (check if the driver is in the car, or the car lights are on, or if there is engine noise).
- 3 Walk to the outside edge of the cars and step from there you can look and listen for traffic. Use the Green Cross Code.
- 4 When there is no traffic near, cross carefully, looking and listening for traffic all the time as you cross.

### C15 & C16 > Between parked cars

**Aim:** to learn how to cross between parked cars if there are no alternatives near; to familiarise pupils with the parts of a car and their function, in order to recognise when a parked car is about to move off.

**Extension ideas:** discuss parking as a problem of modern urban life - come up with possible solutions and present as 3D model, drawing, essay or a combination; pros and cons of cars as means of transport (pollution, congestion, convenience, etc); practical demonstration of the parts of a car in a safe, off road location - focus on things that could indicate the car is about to move off; on PC use text, tables, images and/or sound to develop ideas on the theme.

**C16** **Between parked cars** **Between parked cars**

Parts of a car Can you name these parts of the car? Then label the car with the numbers in the correct place.

- 1 The rubber part of the wheel.
- 2 For the driver to see traffic from the side.
- 3 How the driver steers the car.
- 4 This protects the car from bumps.
- 5 What helps the driver to see what's in front of the car in the dark.
- 6 What warns other road users that a car is reversing.
- 7 Lights that warn other drivers that the driver is braking.
- 8 The way the driver gets in or out of the car.
- 9 You open this to see the engine.
- 10 This helps carry things on the roof.

tyres headlights braking lights roof rack  
side mirror bumper bonnet  
steering wheel reversing lights driver door


#### Links with the Curriculum:

English, PSHE / PSD / PSE / PD&MU, Citizenship, ICT, Maths, Geography



**C17** Pedestrian Skills Crossing Places One-way streets and bus lanes

If you have to cross one-way streets and streets with bus lanes, first think if there is a safer crossing place nearby, that you can use. If there isn't, stop where you can see clearly in all directions and follow the tips below.



Check which way the traffic is going on the one-way street. Then use the Green Cross Code. Look all around, but particularly in the direction where traffic is coming from. If the street has two or more lanes of traffic, wait until it's safe to cross the whole road.

Many town streets have bus lanes, usually marked in another colour. Buses may go faster than other traffic, so be extra careful. Sometimes buses travel in the opposite direction to the rest of the traffic. Check carefully the flow of traffic before crossing, then use the Green Cross Code.

**C18** Pedestrian Skills Crossing Places One-way streets and bus lanes

**Crossing places quiz**  
See how much you've learned about crossing places, by doing this quiz. For each question, tick the box of the answer you think is correct. Your teacher will tell you later the correct answers. Award yourself 1 point for each correct answer, then check your score!

<p>Q1 Which of these three people uses a STOP sign?</p> <p><input type="checkbox"/> Police officer <input type="checkbox"/> Traffic warden <input type="checkbox"/> School Crossing Patrol</p>	<p>Q4 Which crossing does NOT have green man/red man signals?</p> <p><input type="checkbox"/> Zebra crossing <input type="checkbox"/> Tactile crossing <input type="checkbox"/> Pelican crossing</p>	<p>Q7 Which crossing gives extra time for people to cross, if needed?</p> <p><input type="checkbox"/> Pelican crossing <input type="checkbox"/> Tactile crossing <input type="checkbox"/> Puffin crossing</p>
<p>Q2 At which crossing place can you find a beaver?</p> <p><input type="checkbox"/> Zebra crossing <input type="checkbox"/> Pelican crossing <input type="checkbox"/> Traffic island</p>	<p>Q5 Which crossing goes over the road?</p> <p><input type="checkbox"/> Traffic island <input type="checkbox"/> Tactile crossing <input type="checkbox"/> Footbridge</p>	<p>Q6 Which crossing is adapted for horse riders?</p> <p><input type="checkbox"/> Pelican crossing <input type="checkbox"/> Tactile crossing <input type="checkbox"/> Puffin crossing</p>
<p>Q3 Which crossing can be used by cyclists as well as pedestrians?</p> <p><input type="checkbox"/> Pelican crossing <input type="checkbox"/> Tactile crossing <input type="checkbox"/> Puffin crossing</p>	<p>Q8 Which crossing helps us cross the road in two halves?</p> <p><input type="checkbox"/> Traffic island <input type="checkbox"/> Tactile crossing <input type="checkbox"/> Footbridge</p>	<p>Q9 What should you watch out for, when crossing between parked cars?</p> <p><input type="checkbox"/> That neither car is about to move off <input type="checkbox"/> That neither car is red <input type="checkbox"/> That neither car is old</p>

**SCORE**  
0-3: Oh dear! You need to do more to learn about safer crossing places.  
4-6: This is not bad, but you could still do better!  
7-9: Well done! You have learnt a lot about safer crossing places!

## C17 & C18 > One-way streets and bus lanes

**Aim:** to familiarise pupils with the correct procedures to follow in order to cross safely one-way streets and bus lanes.


**Extension ideas:** class or group outing to nearest one-way street or road with bus lane, to observe the traffic flow and work out strategies for crossing safely; about traffic planning – who decides which roads will have one-way or two-way traffic and on what criteria? If possible, arrange visit from local council transport officer to explain; study map of local area to see if any roads could become one-way streets; consider the significance of buses as transport modes – what would it be like without them?; creative writing about a bus journey; on PC use text, tables, images and /or sound to develop ideas on the theme.

### Links with the Curriculum:

English, PSHE / PSD / PSE / PD&MU, Citizenship, ICT, Geography

**C19** Pedestrian Skills Crossing Places Crossing at night

At night, it is more difficult for drivers to see pedestrians crossing the road. Wearing something reflective (or white) can help, but you still need to be extra careful. Pedestrian crossings are usually lit, so use them whenever possible.



In places where roads are lit, cross under a street light. This way, drivers can see you from a distance.

In unlit country roads, make sure you cross at a straight part of the road - away from bends - so that you can see traffic coming.

**C20** Pedestrian Skills Crossing Places Crossing at night

**Nocturnal animals**  
Animals that are more active at night than during the day, are called nocturnal. Nocturnal animals have special abilities that help them survive in the dark. Some, like owls and cats, have special eyes that see well in the dark. Others, like bats, send a high-pitched sound which bounces off objects, sending back signals that give information about the object's shape, texture, distance etc. Other nocturnal animals have good hearing.

<p><b>Armadillo</b> Armadillos are large mammals that eat ants.</p> <p><b>Alligator</b> Alligators are large, meat-eating reptiles.</p> <p><b>Bat</b> Bats are the only flying mammal.</p> <p><b>Dingo</b> The dingo is a wild dog from Australia.</p>	<p><b>Quail</b> The quail is a small, long-necked rodent that is native to dry, sandy areas of Africa.</p> <p><b>Grizzly Bear</b> The Grizzly Bear is a large bear with a muscular hump on its shoulders.</p> <p><b>Hedgehog</b> Hedgehogs are small mammals that can roll into a prickly ball.</p> <p><b>Owl</b> Owls are birds whose eyes face forwards.</p>	        
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Below is a list of nocturnal animals from around the world. Can you match their name and description with their picture?

## C19 & C20 > Crossing at night

**Aim:** to understand the importance of being seen at night and that it becomes a matter of life and death when crossing unlit roads; to acquire skills of safe practice (although not expected to be crossing the road alone at night, at this age).

**Extension ideas:** properties of reflective materials and how they help visibility; individual work (assisted by older family members), to study lighting conditions at night in their local area – roads, pedestrian crossings, dark spots to be avoided; interviews with drivers and pedestrians on difficulties faced when using roads at night; develop a creative rhyme or poem about the dangers of crossing at night; on PC use text, tables, images and /or sound to develop ideas on the theme.

### Links with the Curriculum:

English, PSHE / PSD / PSE / PD&MU, Citizenship, ICT, Maths, Science, Geography



## SUGGESTED AGE RANGE: 7-9

This unit introduces pupils to the fact that there are rules (and laws) governing traffic and road users' behaviour and that everybody needs to understand these rules and follow them.

### Topics

D1 & D2	The Highway Code	D11 & D12	Information signs
D3 & D4	Rules for pedestrians	D13 & D14	Road markings
D5 & D6	Road signs	D15 & D16	Road lanes
D7 & D8	Signs giving orders	D17 & D18	Light signals
D9 & D10	Warning signs	D19 & D20	Arm signals

### Key Messages

- Understanding that the Highway Code contains the 'rules of the road' for all road users to follow.
- Important pedestrian rules include:
  - Use the Green Cross Code
  - Cross at pedestrian crossings wherever possible.
  - Always hold hands with young children when outside, near roads.
  - Be seen by other road users (fluorescent in day, reflective at night).
  - Don't climb over guard rails.
  - Use the pavement or footway. Where there isn't one, walk facing oncoming traffic in single file.
  - Take care crossing cycle lanes.
  - Don't walk on motorways or slip roads unless it's an emergency.
- Understanding road signs:
  - Circular signs give orders
  - Triangular signs give warnings
  - Rectangular signs give information.
- Recognising different order signs.
- Recognising different warning signs.
- Recognising different information signs.
- Understanding all the different road markings and what they mean.
- Roads are divided into lanes to help traffic move safely and some lanes can only be used by certain vehicles like buses / cycles.
- Understanding light signals and how they control the traffic.
- Recognising arm signals from different road users or by uniformed people (police / traffic wardens).

### Practical experience

If possible, plan sessions where the children can practise what they have learnt outside, accompanied by teachers, parents or responsible volunteers.

Highlight the key messages in this unit when out, so the children can discuss them back in class. The suggested extension activities can be of additional benefit.

NB. Always conduct practical experience sessions in a controlled environment; always set a good example, holding hands, keeping well away from traffic, looking and listening for possible danger.





**D1** **The Highway Code**

This Highway Code includes all traffic laws and rules that road users must follow. It is designed to prevent road crashes by making sure all road users follow the same rules. It is important that we all know what these rules are and follow them every time we are out.

This rules of the road apply to all road users.

**D2** **The Highway Code**

**A family of road users**  
All members of the Smith family use the roads. Read the information about them and decide what type of road users they are. Write the name of the road user in the empty space next to the road user's name.

**Mr Smith** goes to work by bus. The bus stops 15 minutes from home and the bus stops right outside his work. At weekends, he drives to the supermarket and does the weekly shopping. Sometimes, Mrs Smith or Clare go with him.

**Mrs Smith** drives to work every day. She leaves the car at the nearest car park to her office, which is a 15-minute walk away. On her way to work, she drops Jonathan to his nursery. It takes her 20 minutes to drive from the nursery to work.

**Jonathan Smith** goes to nursery in his mum's car. It takes him 5 minutes to drive there. He also picks him up in the afternoon and they walk back home, or catch the bus. At weekends, David takes him to the park where he can ride his bicycle.

**Clare Smith** walks to school. It takes her 20 minutes to get from home to school. At weekends, she often goes horse-riding or cycles to her friend's house.

**David Smith** goes to college riding his motorbike. It is an hour's trip to go there. When he gets out with his friends, he walks, uses the bus or he gets a lift from his parents.

**Read Users Pedestrian Driver Rider Passenger**

Read Users	Pedestrian	Driver	Rider	Passenger
Mr Smith				
Mrs Smith				
Jonathan Smith				
Clare Smith				
David Smith				

Write the appropriate number for each member of the family.

**When you have filled in the grid on the left, about how the family use the roads, complete the bar chart below.**

**Number of people**

Read Users	Pedestrian	Driver	Rider	Passenger
Mr Smith	1	1	0	0
Mrs Smith	1	1	0	0
Jonathan Smith	1	1	0	0
Clare Smith	1	1	0	0
David Smith	1	1	1	0

**Note:** Riders include horse-riders. Passengers can be using a bus or a car.

## D1 & D2 > The Highway Code

**Aim:** to familiarise pupils with the rules of the Highway Code, especially those relating to pedestrians; to understand that their actions as individuals can affect their own safety and that of others.

**Extension ideas:** bring in a copy of the Highway Code and discuss why we need to have such a set of rules, what happens to people who break the rules, who is checking that people follow the rules; creative writing on what roads and traffic would be like without any rules; pupils do similar exercise like "Family of Road Users" but using their own family instead of the Smith family; research other sets of rules and codes by which we live; on PC develop ideas on the theme by organising text, tables, images, sound as appropriate (e.g. desktop publishing, multimedia presentations).

### Links with the Curriculum:

English, PSHE / PSD / PSE / PD&MU, Citizenship, ICT, Maths, Science, Geography

**D3** **Rules for pedestrians**

Some rules of the Highway Code are written just for pedestrians. Always follow these rules, to keep yourself and others safe.

- Use the Green Cross Code every time you cross the road.
- Cross at pedestrian crossing places, wherever possible.
- If you are looking after somebody younger than you, always hold their hand when using the road.
- Walk so you can be seen by other road users at night or in bad weather. Fluorescent tabards show up well in daylight and at dusk. Reflective materials are good at night.
- Do not climb over guard rails and do not walk between them and the road. Only cross the road at the gaps provided.
- When there is a pavement or footway, use it.
- When there is no pavement, walk on the right hand side of the road, to face the traffic coming towards you.
- When there is no pavement make sure you walk on the left side of the road, or on the right, or if there is a lot of traffic, take special care if you can't see the road very far ahead.
- Take care when crossing cycle lanes on the road - cyclists may be travelling quietly, but may be faster than other traffic.
- You must not walk on motorways or their slip roads, except in an emergency.

**D4** **Rules for pedestrians**

**Pedestrian skills Quiz**  
Complete the sentences below by ticking the correct answer. Mark it correct.

**1 The Green Cross Code is a guide for:**

- ☐ all road users
- ☐ all pedestrians
- ☐ all children

**2 The safest place to cross is:**

- ☐ between parked cars
- ☐ where you can see clearly in all directions
- ☐ at a pedestrian crossing

**3 Look all round when:**

- ☐ walking off and on
- ☐ walking along every street
- ☐ walking right, ahead and behind you

**4 You must look for traffic from:**

- ☐ you can hear traffic before you can see it
- ☐ you can see traffic before you can hear it
- ☐ traffic is too noisy

**Remember!**  
These friends are getting ready to go on a walking trip.

**MAN** will start during daytime.  
They go to buy bread that will help them to be seen. Each needs to buy 2 badges, one for the front, one for the back of their pockets. Help them to choose the right badges for their trip.

**SUNNY** will start during the night.  
They go to buy bread that will help them to be seen. Each needs to buy 2 badges, one for the front, one for the back of their pockets. Help them to choose the right badges for their trip.

**FRIDAY** will start during the night.  
They go to buy bread that will help them to be seen. Each needs to buy 2 badges, one for the front, one for the back of their pockets. Help them to choose the right badges for their trip.

**Man needs 2: Reflective badges. They will not be seen. They will not be seen.**

**Sunny needs 2: Reflective badges. They will not be seen. They will not be seen.**

**Friday needs 2: Reflective badges. They will not be seen. They will not be seen.**

If you had £1.00, Sun 1.00 and Friday 1.00, you could buy 2 reflective badges for each of them, so that all three have 2 correct badges and there is no money left.

## D3 & D4 > Rules for pedestrians

**Aim:** pupils to learn the Highway Code rules that apply to pedestrians and to follow them every time they are outside.

**Extension ideas:** Use IT to design a poster with title "The 10 Commandments For Pedestrians"; in groups, discuss each rule for pedestrians and debate for and against it; choose one of the Highway Code rules for pedestrians and write a short fictional story around it; using the "Pedestrian Skills Quiz", carry out a survey to see how many people know the correct answers – make the survey anonymous but mark each person's gender and age group – present your results as graphs and pie-charts; on PC develop ideas on the theme by organising text, tables, images, sound as appropriate (e.g. desktop publishing, multimedia presentations).

### Links with the Curriculum:

English, PSHE / PSD / PSE / PD&MU, Citizenship, ICT, Maths, Art & Design

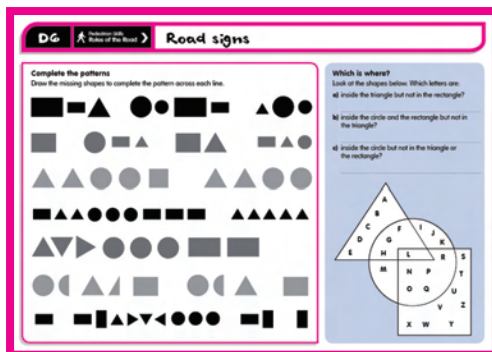




## D5 & D6 ▶ Road signs

**Aim:** to familiarise pupils with the different road signs and understand their meaning; to understand the role of shape, colour and symbols used in communications.

**Extension ideas:** survey of road signs in local area – for each road surveyed, note number and type of signs (orders, warnings or information) – are there any places where pupils think a sign should be added?; design a new road sign for pedestrians and explain where and why it should be used; make patterns using the shapes and colours of road signs; look at all the 2D shapes from which road signs are made, design some 3D shaped signs; research how road signs have changed over the last 60 years; survey the road signs local to your school /house; on PC develop ideas on theme by organising text, tables, images, sound as appropriate (e.g. desktop publishing, multimedia presentations).



### Links with the Curriculum:

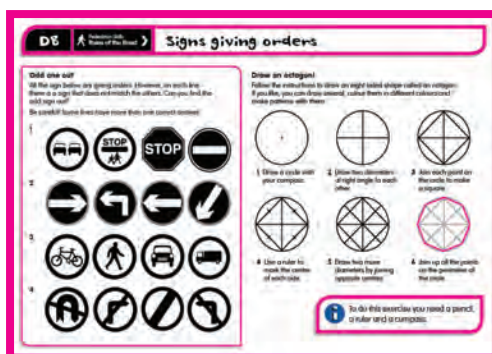
English, PSHE /PSD /PSE/PD&MU, Citizenship, ICT, Maths, Science, History, Geography, Art & Design



## D7 & D8 ▶ Signs giving orders

**Aim:** to familiarise pupils with road signs giving orders and to be able to discriminate between those giving positive or negative orders; to appreciate the need to follow orders and the consequences of not doing so.

**Extension ideas:** discuss other situations in life when people have to follow orders or instructions (in the army, at work, at home, etc) and what could happen if they don't (consequences to themselves and others); colour and shape of road signs giving orders – discuss why they were chosen; copy some signs giving orders but colour them in different colours – display on wall and discuss the pros and cons of each; draw variety of regular geometrical shapes using a compass and a ruler; on PC develop ideas on theme by organising text, tables, images, sound as appropriate (e.g. desktop publishing, multimedia presentations).



### Links with the Curriculum:

English, PSHE /PSD /PSE/PD&MU, Citizenship, ICT, Maths, Science, Geography, Art & Design





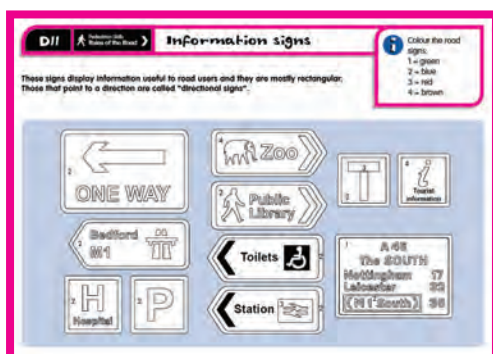
## D9 & D10 > Warning signs

**Aim:** to familiarise pupils with road signs giving warnings and to take appropriate action on warnings that relate to pedestrians.

**Extension ideas:** discuss other situations in life when people receive warnings (weather alerts, travel alerts, warning signs outside buildings and construction sites, fire alarms, etc) and what could happen if they don't take notice (consequences to themselves and others); colour and shape of road signs giving warnings – discuss why they were chosen; create colourful patterns using triangles; different types of triangle; discuss warning signs that are light signals – either solar powered or electrical; on PC develop ideas on theme by organising text, tables, images, sound as appropriate (e.g. desktop publishing, multimedia presentations).

### Links with the Curriculum:

English, PSHE / PSD / PSE / PD&MU, Citizenship, ICT, Maths, Science, Geography, Art, Design &



Technology

## D11 & D12 > Information signs

**Aim:** to familiarise pupils with road signs giving information, especially those that relate to pedestrians.

**Extension ideas:** road signs as a means of communication (bypassing language barriers); the language of symbols; use of symbols throughout history; the human form in symbols; mathematical and scientific symbols and signs; arrows as symbols; types of arrows and usage; collect pictures of different arrows and make a collage; giving directions verbally – choose a secret location within the school and, working in groups (one giving directions, the other following them), try to find the place; creative writing about getting into difficulties when information signs have been vandalised; on PC develop ideas on theme by organising text, tables, images, sound as appropriate (e.g. desktop publishing, multimedia presentations).

### Links with the Curriculum:

English, PSHE / PSD / PSE / PD&MU, Citizenship, ICT, History, Geography, Art & Design







**D17 > Light signals**

Light signals are used to control traffic and they must be obeyed. The most common uses of light signals are shown below.

**TRAFFIC LIGHTS**  
These are usually found at busy junctions. They control vehicle traffic and they are not pedestrian crossings. If you have to cross them, be very careful.

RED	RED and AMBER	GREEN	AMBER and GREEN
RED means stop. Traffic must wait until the red light turns green.	RED and AMBER means stop. Traffic must wait until the red light turns green.	GREEN means traffic may go if it is clear.	AMBER and GREEN means traffic may go if it is clear.

**FLASHING LIGHT**  
Flashing RED lights mean you must stop. You can turn or back up, but you must stay where you are until the flashing stops. If it is safe to do so.

**Flashing amber lights mean** that there is a hazard ahead and children may be crossing.

**Colour the light signals as indicated.**

## D17 & D18 > Light signals

**Aim:** to understand that light signals MUST be obeyed by all road users; to be able to distinguish between traffic lights and a Pelican crossing.

**Extension ideas:** class outings to find light signals in the local area – particular emphasis on differences between traffic lights and Pelican crossings; where else we find light signals (airports, train stations, hospitals, etc); significance of electricity in our lives; creative writing with title "A day without electricity"; the colour amber - find out where the word comes from; create display using low voltage coloured lights, and construct simple circuits; design a new light signal for slowing down speeding drivers; on PC develop ideas on theme by organising text, tables, images, sound as appropriate (e.g. desktop publishing, multimedia presentations).

**D18 > Light signals**

**Pelican crossing signals**  
Pelican crossings use light signals. The main difference between Pelican crossings and traffic lights, are:  
1. At Pelican crossings, pedestrians control the light signals by pressing a button and waiting for the green man.  
2. At Pelican crossings, a flashing AMBER light follows the RED light. It means that traffic has to wait if pedestrians are still crossing, but can go if the crossing is clear.

**From a side path, a cycle or a footpath crossing signals**  
and complete the diagram below. It shows what light signals mean. You can use the diagram to complete the diagram at what pedestrian crossings you see. Colour the light signals as indicated.

**Head Traffic Can See**

**What Pedestrians Can See**

**Colour-pattern**  
Create a pattern by following the circles in red, yellow and green.

**Read the Code**  
Read the code. Read the RED, AMBER and GREEN lights. Try to describe the following words.

### Links with the Curriculum:

English, PSHE / PSD / PSE / PD&MU, Citizenship, ICT, Science, Geography, Art & Design

**D19 > Arm signals**

Road users must obey signals given by uniformed persons such as Police officers or Traffic wardens. Arm signals can also be given by drivers, motorcyclists, pedal cyclists and horse riders, to warn other road users when they are about to change direction or stop.

**Signals by Uniformed Persons**

**STOP**  
Traffic coming from the front.  
Traffic coming from behind.  
Traffic coming from both directions.

**COME ON**  
Waiting for a vehicle from the front.  
Waiting for a vehicle from the side.  
Waiting for a vehicle from behind.

**Arm Signals**

I am going to move on to the right or turn right.  
I am going to move on to the left or turn left.  
I am going to move down the road.

## D19 & D20 > Arm signals

**Aim:** to learn the meaning of road users' arm signals and to respond accordingly.

**Extension ideas:** difference between arm signals and signs; sign language; invent arm signals based on the alphabet (like the semaphore but without flags) – in teams, use it to communicate messages to each other; develop group dance routine using the arm signals alphabet you've developed – perform it to the rest of the school- write out a list of instructions for each signal; research other places than the road where arm signals are given; on PC develop ideas on theme by organising text, tables, images, sound as appropriate (e.g. desktop publishing, multimedia presentations).

**D20 > Arm signals**

**Who signalled what?**  
Motor, Cycle and Horse are all using vehicles. They meet at a junction and they all give arm signals. When the driver gives an arm signal, what does the other person do? Write down what the other person does when they see the driver's arm signal.

**CLUES**

- The motor vehicle is driving in the middle of the road.
- The cycle is a child's first vehicle to go on the road.
- The driver signalled 'turn right'.
- The driver is not driving in a car.
- The person who signalled 'slow down' was using a motor vehicle.

Signal	Motor	Cycle	Horse	Other
Slow down				
Turn right				
Turn left				
Stop				
Come on				

**What we've done:**

- The driver who signalled 'slow down' was using a motor vehicle.
- The driver who signalled 'turn right' was a child's first vehicle to go on the road.
- We also know that the driver who signalled 'turn right' was a child's first vehicle to go on the road.
- We also know that the driver who signalled 'turn right' was a child's first vehicle to go on the road.

**Write down what the other person does when they see the driver's arm signal.**

Name	Surname	Vehicle	Arm Signal

### Links with the Curriculum:

English, PSHE / PSD / PSE / PD&MU, Citizenship, ICT





## SUGGESTED AGE RANGE: 8-10

This unit covers a wide range of topics relating to the road environment and other road users and the particular problems they may present for pedestrians. Some previous knowledge on crossing the road safely is assumed.

### Topics

E1 & E2	Hazards on the road	E11 & E12	Buses and coaches
E3 & E4	Weather hazards	E13 & E14	Vans and lorries
E5 & E6	Other road users	E15 & E16	Emergency vehicles
E7 & E8	Bicycles	E17 & E18	Trains and trams
E9 & E10	Cars and motorcycles	E19 & E20	Animals on the road

### Key Messages

- Understanding that hazards on the road can put you in danger; some are permanent (like bends), others can be temporary (like road works).
- Bad weather can be a hazard for all road users:
  - Snow/ice makes roads and pavements slippery
  - Fog and rain make it difficult to see
  - Strong wind blows vehicles over and make it difficult for pedestrians to walk.
- Other road users can be a hazard, especially when they are careless or take unnecessary risks.
- Bicycles can sometimes be hazards; you often can't see or hear them coming, so always look carefully.
- Motor vehicles – cars and motorcycles travel fast and the faster they travel the longer they need to stop.
- Buses and coaches can be a hazard because of their size and they can hide or obscure other traffic. Wait until they move off before trying to cross.
- Large vans and lorries can be dangerous. Keep well away when they are turning or reversing.
- Emergency services can be life savers rushing to and from emergencies, however they need to drive fast so stay well clear of them.
- Trains and trams often share a part of the roads with other traffic. Understand where and how, and take extra care.
- Animals can be a hazard, don't get close to horses or herded animals in the countryside and keep dogs on leads near roads.

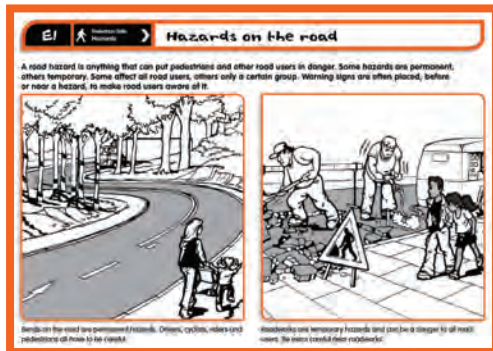
### Practical experience

If possible, plan sessions where the children can practise what they have learnt outside, accompanied by teachers, parents or responsible volunteers.

Highlight the key messages in this unit when out, so the children can discuss them back in class. The suggested extension activities can be of additional benefit.

NB. Always conduct practical experience sessions in a controlled environment; always set a good example, holding hands, keeping well away from traffic, looking and listening for possible danger.





## E1 & E2 > Hazards on the road

**Aim:** to familiarise pupils with the concept of 'hazards' and how they can affect them as pedestrians; to develop an appreciation of the difficulties other road users face; to start recognising road signs as means of communicating important information to all road users.

**Extension ideas:** class outing to survey local area in terms of hazards (permanent, temporary, warning signs, etc) – present results using map of local area to mark hazards, accompanied by explanatory notes and photographs – present findings to other classes/school; design new warning signs for road hazards not covered already – or for hazards within the school (these can be displayed on map of school premises and circulated to other pupils, or displayed near the entrance) – list all hazards with explanations of why they are potentially dangerous; on PC develop ideas on theme by organising text, tables, images, sound as appropriate (e.g. desktop publishing, multimedia presentations).



### Links with the Curriculum:

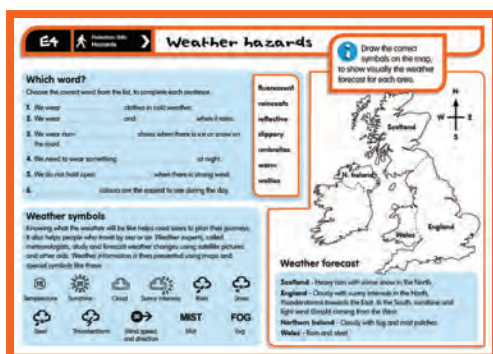
English, PSHE / PSD / PSE / PD&MU, Citizenship, ICT, Maths, Science, Geography, Art & Design



## E3 & E4 > Weather hazards

**Aim:** to understand the potential dangers associated with different weather conditions; to be able to develop strategies so that they are prepared for weather-related hazards.

**Extension ideas:** in groups, keep diary of weather for a week – forecast versus actual, particular problems encountered, precautions taken; find out about meteorology (library, internet) and how scientists work out a forecast; forecasting the weather in history (facts and tales); extreme weather hazards (hurricanes, tornados, torrential rain, floods, heavy snowfalls, desert conditions, etc); create a montage of different weather conditions; write a creative piece about a crash caused by a natural weather hazard; on PC develop ideas on theme by organising text, tables, images, sound as appropriate (e.g. desktop publishing, multimedia presentations).





### Links with the Curriculum:

English, PSHE / PSD / PSE / PD&MU, Citizenship, ICT, Science, Geography, History



**E5** **Other road users**

Road users can be a hazard to each other, especially if they are careless or take unnecessary risks. Following the rules of the road helps to keep ourselves and others safe.

All at busy road junctions, all road users are a hazard to others and it is important to be extra careful. Hazards should avoid crossing of busy junctions.

Hazards consisting of unbalanced objects, such as a car, are a hazard for drivers. The best place to cross a hill is at the top of the hill. From there, you can see clearly and others can see you.

**E6** **Other road users**

**A hazardous morning**

Joe and Gill were getting ready for school when Joe dropped the soap on the bathroom floor and didn't pick it up. Gill stepped on it, slipped and hurt her wrist.

They both got dressed but Joe forgot to tie up his shoelaces. He tripped on them and fell, hurting his knees. They left the house late.

"Just cross the road here, instead of walking all the way to the crossing," said Gill trying to save time.

They started to cross, but Joe was walking slowly because of his injured knee. A car was already close to them. The driver saw them, but could not stop in time. The car hit Joe and he was injured.

Joe and Gill arrived late at school. They explained what had happened to their teacher.

**Questions**


1. How many hazards did Joe and Gill come across that morning?
2. How many of these hazards did they cause themselves, or to each other?
3. To whom, did Joe and Gill become a hazard?
4. To whom, did the driver become a hazard?
5. To whom did the cyclist become a hazard?
6. Do you think their teacher believed their story?

**Read the story, then answer the questions on the right.**

**Sheep hills**

This sign warns that a sheep has wandered to the road.

This sign warns that a sheep has wandered to the road.



100% 80% 60% 40% 20% 0%

The diagram shows the proportion of sheep that have wandered to the road. The proportion of a hill is the proportion of a hill.

100% 80% 60% 40% 20% 0%

The diagram shows the proportion of sheep that have wandered to the road. The proportion of a hill is the proportion of a hill.

### Links with the Curriculum:

English, PSHE / PSD / PSE / PD&MU, Citizenship, ICT, Maths, Geography



## E5 & E6 > Other road users

**Aim:** to understand how their behaviour on the road (and elsewhere) affects others; to assume responsibility for their own behaviour as road users (and elsewhere).

**Extension ideas:** write a short story on an experience they've had (or someone they know has had) where a dangerous situation developed because of a person's thoughtless action(s); choose a hazardous road location locally and write down how it affects different types of road users – present findings using IT; examine potential hazards at school and find out about the school's Health & Safety policy / rules; carry out a survey of the class and identify the modes of transport they use in one week; on PC develop ideas on theme by organising text, tables, images, sound as appropriate (e.g. desktop publishing, multimedia presentations).


**E7** **Bicycles**

Bicycles ridden on the road are vehicles and cyclists have to follow the same rules as other road users. Pedestrians must look out for bicycles because it is very difficult to hear them coming. Bicycles are also smaller than other vehicles, which makes them difficult to see.

Highest risk vehicle difficult to hear them come.

And they can also be dangerous for pedestrians.

Cyclists riding on pavements are a hazard to pedestrians.

But in some places, pedestrians and cyclists can share the path.

**E8** **Bicycles**

**Test your cycle knowledge**

1. Why are bicycles difficult to hear?
2. What are 3 important rules for cyclists?
3. How many wheels does a tandem have?
4. How many people can ride a tandem?

**Wheel puzzle**

I have come to the end of the road. I will help you find the answer. As you will see, there can only be one right answer.

**Wheel puzzle**

1. How many wheels does a tandem have?

2. How many wheels does a tandem have?

3. How many wheels does a tandem have?

4. How many wheels does a tandem have?

5. How many wheels does a tandem have?

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100. How many wheels does a tandem have?

**Bi-words**

Bi- is a prefix meaning two or twice. All the words below start with bi. Write them in alphabetical order. Then find the correct meaning of each word. Write the letter in the space provided. You can use a dictionary if you like.

**Words in alphabetical order**

**Meaning (Write)**

**Bi-words**

bioculars biennial biweekly bicentenary bicycle binary biplane bifocals bilingual

**Meaning (Write)**

A. 200th anniversary (centenary)

B. spectacles with two lenses in front of eyes

C. a machine with a keyboard and a screen

D. two-wheeled vehicle driven by pedals

E. a machine with two lenses in front of eyes

F. a machine with two lenses in front of eyes

G. a machine with two lenses in front of eyes

H. a machine with two lenses in front of eyes

I. a machine with two lenses in front of eyes

J. a machine with two lenses in front of eyes

K. a machine with two lenses in front of eyes

L. a machine with two lenses in front of eyes

M. a machine with two lenses in front of eyes

N. a machine with two lenses in front of eyes

O. a machine with two lenses in front of eyes

P. a machine with two lenses in front of eyes

Q. a machine with two lenses in front of eyes

R. a machine with two lenses in front of eyes

S. a machine with two lenses in front of eyes

T. a machine with two lenses in front of eyes

U. a machine with two lenses in front of eyes

V. a machine with two lenses in front of eyes

W. a machine with two lenses in front of eyes

X. a machine with two lenses in front of eyes

Y. a machine with two lenses in front of eyes

Z. a machine with two lenses in front of eyes

## E7 & E8 > Bicycles

**Aim:** to familiarise pupils with cyclists as road users and consider the hazards that cyclists and pedestrians present to each other; be encouraged to get properly trained as cyclists before using a bicycle on the road.

**Extension ideas:** the history of the bicycle; benefits of cycling (no pollution, low cost, health benefits); bicycle as a toy versus bicycle as transport; cyclist training versus driver training (non-compulsory but very much needed); road signs for cyclists, cyclists & pedestrians; study of Toucan crossings – for both cyclists and pedestrians to use crossing the road – potential dangers for pedestrians who do not look properly; cyclists on pavements – hazard for pedestrians; on PC develop ideas on theme by organising text, tables, images, sound as appropriate (e.g. desktop publishing, multimedia presentations).

### Links with the Curriculum:

English, PSHE / PSD / PSE / PD&MU, Citizenship, ICT, History, Geography





**E9** **Cars and motorcycles**

Cars are the vehicles we see most often on our roads. Both cars and motorcycles are powered by motors and they can travel fast. The faster they travel, the longer they need to stop. Look out for them.

Motorcycles are usually moving, so we can often hear them before we can see them.

Cars (above) and riders have to stop their vehicle before they stop on a pedestrian crossing.

Motorcycles are much difficult to see than cars, so look and listen carefully for them.

## E9 & E10 > Cars and motorcycles

**Aim:** to understand the dangers that pedestrians can face from motor vehicles; to appreciate that the speeds of motor vehicles do not allow them to stop instantly and pedestrians need to be extra careful near motor traffic.

**Extension ideas:** history of the motorcar (research on internet, books, specialist magazines, etc); create large display of different cars and/or motorbikes; discuss with older family members who remember how traffic and vehicles were when they were at school; create Venn diagrams for differences/similarities of cars, motorbikes and bicycles; speed of vehicles – permitted speeds (speed limits versus potential speeds vehicles can achieve) – discuss if manufacturers should be allowed to produce motor vehicles that can travel faster than speed limits; the impact of the motorcar on our lives; on PC develop ideas on theme by organising text, tables, images, sound as appropriate (e.g. desktop publishing, multimedia presentations).

**E10** **Cars and motorcycles**

**Find the right word**  
The word 'motor' means a machine that supplies power for a vehicle or other device with moving parts. Below is a list of other words which mean words for motor, machine, machinery, etc. Find a word that can be placed in front of all 5 words, so each line below, to make new words or phrases.

cars, trucks, ships  
lights, jans, wheels  
big, signals, bank  
cars, stations, stop  
park, keep part  
roads, trucks, bag  
roads, nearby, road  
cars, stations, station  
bus, petrol, man

**Too many cars?**  
Over 100 million cars are on the roads of Great Britain today (see motorway). The information of the two tables shows the population and the number of cars in Great Britain since 1970. Figures have been rounded up. Use the information to complete the bar chart below.

Year	Population	No. of cars
1970	56 million	4 million
1980	57 million	8.5 million
1990	58 million	13.5 million
2000	59 million	17 million
2010	60 million	22 million
2020	61 million	27 million

**True or false?**  
Read the short passage below, then decide whether the statements are true or false.  
"The first motorcycle appeared in France, in 1885, when two brothers fitted a small steam engine to their bicycle. It was very slow and uncomfortable for the rider who had to sit above the fuel!"  
The first 'proper' motorcycle appeared in Germany, in 1884, had a petrol engine and could go as fast as 100km/hour. This was faster than most cars of that time. From then on, motorcycles became popular in Europe and the USA.  
In 1910, half a million motorcycles were built in Germany and motorcycles with side cars were used extensively by the Germans during World War I.  
Since the early 1950s, increasing companies developed motorcycles and offered them a lot cheaper than the cars. However, as they have had the most serious road accidents, powerful motorcycles can travel as fast as 200km/hour – a speed that only racing cars can reach!"

**Put a ✓ in the box if true, a ✗ if false**

Statements:  
Motorcycles have been around for less than 100 years.  
The first motorcycle had a steam engine.  
Motorcycles with gear engines were first made in France.  
The first motorcycles were very fast for the time.  
The German army used motorcycles in World War I.  
European motorcycles were cheaper than Japanese ones.  
Historically, motorcycles can be faster than ordinary cars.

### Links with the Curriculum:

English, PSHE / PSD / PSE / PD&MU, Citizenship, ICT, Maths, History, Geography, Art & Design

**E11** **Buses and coaches**

Buses and coaches are vehicles that carry many passengers. They are easy to see because of their size, but they can hide other traffic. Do not cross road buses or coaches that have stopped – wait until they move off, or walk to a place where you can see clearly all around.

When you wait for a bus, stand on the pavement and keep away from the bus.

If the bus cannot stop close to the kerb because of parked cars, wait until the bus moves off. Also look for motorbikes.

Always get off a bus, wait for it to move away before you cross the road. You will then be able to see traffic clearly.

## E11 & E12 > Buses and coaches

**Aim:** to understand the potential dangers to pedestrians from buses and coaches and how to use them safely; to appreciate the benefits to the environment of us using the mass modes of transport.

**Extension ideas:** study of mass modes of transport like buses and coaches; difference between buses and coaches; survey of local buses – timetables, areas covered, type / colour – create local area map with bus routes reaching near school; cost of using buses versus cost of running a car; impact of traffic on the environment; safe ways to travel in buses and coaches (discuss having / not having seatbelts, holding on to something, getting in and out, not sticking head / arms out of windows, not disturbing driver, etc); describe a typical journey on a bus or coach, mentioning all the safety issues; on PC develop ideas on theme by organising text, tables, images, sound as appropriate (e.g. desktop publishing, multimedia presentations).

**E12** **Buses and coaches**

**The right word**  
Some words are missing in the passage below. Choose the right word from the three options given and fill in the gaps.

The word 'kerb' comes from the Latin 'ker', which means 'to get up'. The first long-distance buses appeared in the early 19th century when they were used along the Industrial Revolution. Before then, horses were used to pull them.

Historically, buses run on almost every form of transport network of a country.

They pick up people of certain places called 'stops'.

Compared with other forms of transport, buses are a very good safety record. They are also better for the environment.

**Shortened words**  
We often shorten (abbreviate) long or difficult words. For example, 'motorway' becomes 'motorway'. Below is a list of other shortened words. Can you write them in full? You can use a dictionary if you wish.

Shortened	Full
1. kerb	curbstone
2. kerb	curbstone
3. kerb	curbstone
4. kerb	curbstone
5. kerb	curbstone
6. kerb	curbstone
7. kerb	curbstone

**Bus lines**  
Bus lines are routes that buses use to take passengers. They have agreed to meet in High Street to take a bus to the station. The bus is going to the party after tea in Church Street.

Always get off a bus, wait for it to move away before you cross the road. You will then be able to see traffic clearly.

Bus lines - prices are in pence

Bus line	Price
101 The Park Centre	10p
102 The Park Centre	10p
103 The Park Centre	10p
104 The Park Centre	10p
105 The Park Centre	10p
106 The Park Centre	10p
107 The Park Centre	10p
108 The Park Centre	10p
109 The Park Centre	10p
110 The Park Centre	10p

### Links with the Curriculum:

English, PSHE / PSD / PSE / PD&MU, Citizenship, ICT, Maths, Geography



**E13** **Vans and lorries**

Vans and lorries are vehicles that carry goods. Large lorries can be difficult to manoeuvre and pedestrians should stay clear of them when they are turning or reversing. Van and lorry drivers cannot always see clearly behind them – never stand or cross behind these vehicles.

Use right turning, large lorries may cross over the pavement – stay well clear of the pavement edge.

Lorries about to reverse often warn pedestrians by making a warning noise and flashing their back light.

Never stand or play behind a lorry – if a very dangerous because lorry always cannot see clearly behind them.

**E14** **Vans and lorries**

**Logic problem**

A van, a truck and a lorry carry goods to three different destinations. Using the clues below, try to work out the colour of each vehicle, the goods they are carrying and their destinations.

**Clues:**

- The van is going to the market.
- The lorry is carrying frozen food. It is not going to the building site.
- The truck is carrying bricks. Its colour is not red.
- The lorry is not carrying vegetables.

**How to solve logic problems**

To solve problems like this one, use the chart on the right to match all the information you can get from the clues. Use a ✓ to show positive information and a ✗ to show negative.

For example, clue 1, which has been marked on the chart for you, gives you positive information about the van. The van is not red or the colour that takes the van to the market. Then we put a ✗ in the other squares on the same line because the van cannot be going to the supermarket or to the building site but because it goes to the market. Similarly, we put a ✗ in the squares on the same column, so neither the truck or the lorry can be going to the market or the van alone.

Work out the other clues in the same way. This method shows the options and new information may also be revealed. Record your answers in the small chart below. Good luck!

Vehicle	Colour	Goods	Destination
Van			Market
Truck			
Lorry			

	Blue	Green	Red	Frozen food	Vegetables	Bricks	Market	Supermarket	Building site
Van							✓	✗	✗
Truck								✗	
Lorry								✗	
Market									
Supermarket									
Building site									
Frozen food									
Vegetables									
Bricks									

## E13 & E14 > Vans and lorries

**Aim:** to understand the dangers to pedestrians from large goods vehicles and what to do to stay safe near them.

**Extension ideas:** the role of goods vehicles in our lives; how goods have been transported through the ages; follow the journey of a product (food item for example) from production to consumers' homes; types of vans and lorries – collect pictures from magazines/newspapers, etc. and make collage; the work of professional drivers – problems, benefits, health hazards, etc - create a poster of findings; on PC develop ideas on theme by organising text, tables, images, sound as appropriate (e.g. desktop publishing, multimedia presentations).

### Links with the Curriculum:

English, PSHE / PSD / PSE / PD&MU, Citizenship, ICT, History, Geography, Art & Design

**E15** **Emergency vehicles**

Police cars, ambulances and fire engines are all vehicles belonging to the emergency services. When you see their lights flashing and hear their sirens, it means they are on the way to an emergency and need to drive quite fast – they will clear of them.

Police car ambulance fire engine

**E16** **Emergency vehicles**

**Emergency instructions**

Some police cars have a light bar on top. It is an emergency light. It is used when the police are going to a place where there is an emergency. It is used to tell other vehicles and pedestrians that the police are on the way. It is used to tell other vehicles and pedestrians that the police are on the way.

**Reflections**

You may have noticed that ambulances have the word "AMBULANCE" written in reverse on the back of the vehicle. This is to help drivers in front, read it correctly in their mirror. So "AMBULANCE" is the correct way of writing it.

**Look at these shapes. Can you find two that are the mirror images of each other? Draw a circle around them.**

**Emergency Checklist**

When you see a police car, ambulance or fire engine, you should stop. When you see a police car, ambulance or fire engine, you should stop. When you see a police car, ambulance or fire engine, you should stop.

## E15 & E16 > Emergency vehicles

**Aim:** to understand the role of the emergency services and how to use them; to appreciate possible dangers to pedestrians from emergency vehicles on call.

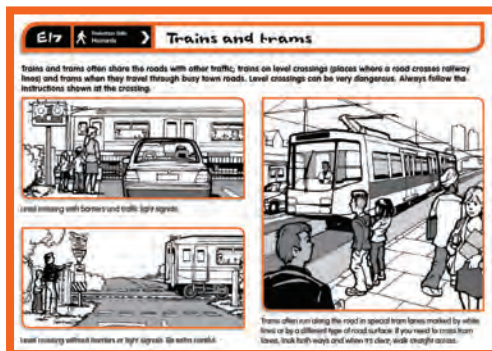
**Extension ideas:** the role of the emergency services in our lives; find out about the history of each emergency service (remember to include coastguard) and how it's changed over the years; arrange visit from an emergency service officer; misuse of the emergency services helpline (999); role-play an emergency situation and calling 999; research hoax calls and how lives can be lost as a result; write a dramatic scenario of a crash with someone calling for emergency services and what happened; on PC develop ideas on theme by organising text, tables, images, sound as appropriate (e.g. desktop publishing, multimedia presentations).

### Links with the Curriculum:

English, Drama, PSHE / PSD / PSE / PD&MU, Citizenship, ICT, Maths, Science, Geography



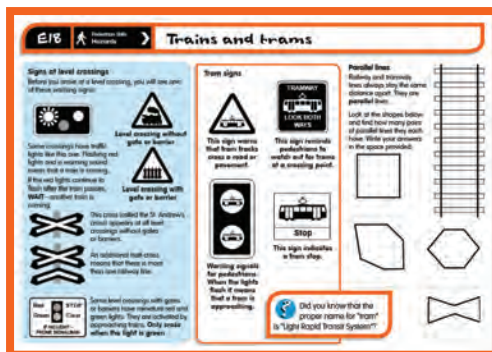




## E17 & 18 > Trains and trams

**Aim:** to understand the possible dangers to pedestrians from trains and trams and how to use them safely.

**Extension ideas:** the history of trains and trams; the importance of trains and trams as mass transport modes and in the economy in general; conduct a survey of classmates to find out who has used trains and how regularly; class outing using a train or tram (if available in your area); the impact of different transport modes on the environment; different types of 'crossing' and their usage; research where in the UK trams are operational now; write your own code for using trains / trams sensibly and safely; on PC develop ideas on theme by organising text, tables, images, sound as appropriate (e.g. desktop publishing, multimedia presentations).



### Links with the Curriculum:

English, PSHE / PSD / PSE / PD&MU, Citizenship, ICT, Maths, History, Geography,



## E19 & E20 > Animals on the road

**Aim:** to appreciate that animals can be part of the traffic as a road user, when on the road; to take responsibility for their animal(s) if they are in charge of any.

**Extension ideas:** animals as means of transport now and in the past; pets versus working animals; wild animals versus tame animals; responsibilities we have towards our pets / other animals and towards other people; paint a picture of a country road with animals included in the scene; research transporting animals in vehicles; creative writing about a horse rider on the road, in traffic, and / or when a thoughtless pedestrian didn't have his / her dog on a lead; on PC develop ideas on theme by organising text, tables, images, sound as appropriate (e.g. desktop publishing, multimedia presentations).



### Links with the Curriculum:

English, PSHE / PSD / PSE / PD&MU, Citizenship, ICT, Science, History, Geography, Art & Design



**SUGGESTED AGE RANGE: 9-11**

This unit is focusing on developing skills that will prepare pupils for their first independent pedestrian journeys to their new school and elsewhere. It also aims to educate pupils about the main causes of traffic crashes, their consequences and how they can be avoided.

**TOPICS**

F1 & F2	Planning a journey	F11 & F12	Traffic crash statistics
F3 & F4	Safer routes	F13 & F14	Who gets hurt in crashes?
F5 & F6	Journey to school	F15 & F16	Why crashes happen
F7 & F8	Traffic calming	F17 & F18	Speed and crashes
F9 & F10	Road crashes	F19 & F20	Think 'safe'

**Key Messages**

- Make sure you plan your journeys carefully. Look at the route, the weather and the time of day and make sure you can always be seen by other road users.
- Try to make your chosen route as safe as possible, avoid hazards and use safer crossing places wherever you can.
- Know your safest route to school – it may not be the shortest.
- Recognising different 'traffic calming' features that are designed to slow down traffic and make it easier for pedestrians to cross.
- Understanding that road 'accidents' are mostly avoidable and should be called crashes. A crash can involve many vehicles and road users and can have many casualties.
- Knowing that details of traffic crashes are collected to provide information on how, where and when crashes happen. These are called statistics and are analysed to highlight problems and help us to find ways to avoid or reduce future road crashes.
- All road users can get hurt in traffic crashes, but some are more vulnerable than others. Understanding how to look at statistics to find out who these groups are.
- There are many reasons why traffic crashes happen – the majority are due to human error, some due to mechanical failure and a very small number are 'true accidents', which are out of our control.
- Speed – travelling too fast for the road and weather conditions is the main cause of traffic crashes.
- The importance of 'thinking safe', practising what you've learnt and staying safe.

**Practical experience**

If possible, plan sessions where the children can practise what they have learnt outside, accompanied by teachers, parents or responsible volunteers.

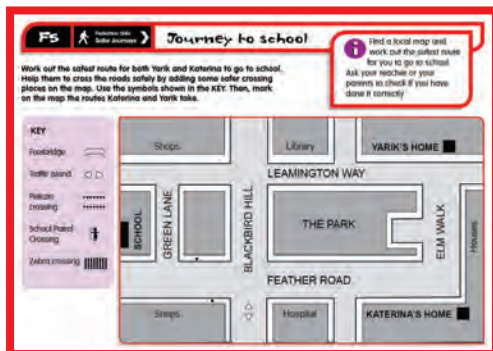
Highlight the key messages in this unit when out, so the children can discuss them back in class. The suggested extension activities can be of additional benefit.

NB. Always conduct practical experience sessions in a controlled environment; always set a good example, holding hands, keeping well away from traffic, looking and listening for possible danger.





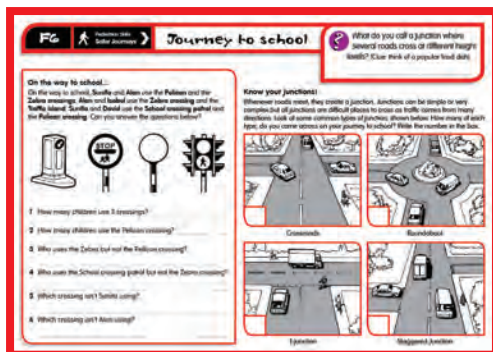




## F5 & F6 > Journey to school

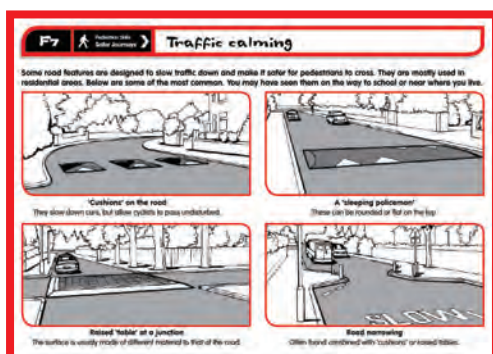
**Aim:** to enable pupils to apply acquired knowledge and skills to planning the journey to school – both current and next school.

**Extension ideas:** download local maps, road junctions in local area – identify and name – consider nearest safe crossing places; expressions with the word 'junction'; where else we have junctions (railways, electricity, etc); find pictures of large 'spaghetti' type junctions; study the fantasy art of Escher (in relation to junctions leading nowhere or back onto themselves); research journeys to school in urban versus rural settings and how different children's journeys are in different countries; on PC develop ideas on theme by organising text, tables, images, sound as appropriate (e.g. desktop publishing, multimedia presentations).



### Links with the Curriculum:

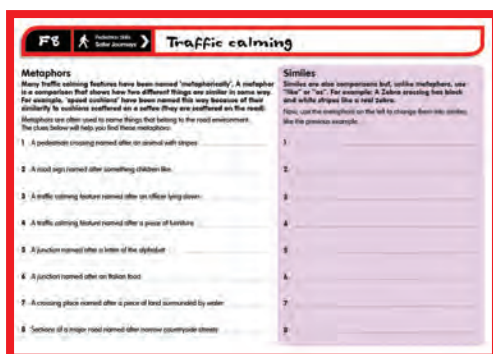
English, PSHE / PSD / PSE / PD&MU, Citizenship, ICT, Geography, Art & Design



## F7 & F8 > Traffic calming

**Aim:** to help pupils understand the usefulness of road engineering features in slowing traffic down and to include such areas in their journey planning.

**Extension ideas:** survey of local area (school and home) for traffic calming features – mark on map; find out which department(s) of the local council is responsible for the planning and installation of traffic calming features, and on what criteria they base their decisions; interview local residents (drivers, cyclists, motorcyclists as well as pedestrians) to see how these features have affected them; use your findings to create a local newspaper article (unbiased) and use photos to illustrate it – use IT to present it in real newspaper format; on PC develop ideas on theme by organising text, tables, images, sound as appropriate (e.g. desktop publishing, multimedia presentations).





### Links with the Curriculum:

English, PSHE / PSD / PSE / PD&MU, Citizenship, ICT, Geography, Art & Design



**F9 Road crashes**

Crashes that happen on public roads and involve at least one vehicle, are called road crashes. (Some people use the term 'road accidents' to describe road crashes. This is wrong because road accidents are unavoidable, whilst most road crashes could have been avoided if the road users involved were more careful.)

**DEFINITIONS**

**Road users:** pedestrians, riders, drivers and passengers.  
**Casualty:** a person killed or injured.  
**Fatal crash:** one in which at least one person is killed.  
**Severe crash:** one in which at least one person is seriously injured, but nobody is killed.  
**Slight crash:** one in which at least one person is injured but not seriously.  
**Damage-only crash:** one that causes damage to vehicles but no human casualties.

Most crashes have happened since the first human-driven carriage appeared.

Nevertheless, road crashes have caused many vehicles and many casualties.

## F9 & F10 Road crashes

**Aim:** to highlight the fact that most road crashes can be avoided and that we are all responsible for safety on the roads.

**Extension ideas:** accidents versus crashes – find press articles relating to road crashes / accidents and decide for each one if and how it could have been avoided; choose one of the stories and write a short play around it to perform in class / school assembly; accidents in other areas of life – at home, at school, etc; write a press release about an imaginary road crash; on PC develop ideas on the theme by organising text, tables, images, sound as appropriate (e.g. desktop publishing, multimedia presentations).


**F10 Road crashes**

**Good old days?**  
 When did you think it was safer to go to school in 1930 or in 2005?  
 Study the table below and see if you are right!

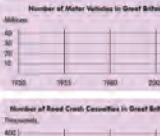
	1930	1955	1980	2005
Population (millions)	44.6	49.6	54.5	59.5
Motor vehicles (millions)	0.3	6.5	19.2	32.8
Casualties (thousands)	162	268	235	271
Fatalities (thousands)	3,722	2,287	1,943	471

Source: Road Casualties Great Britain (2006)

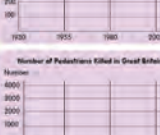
This chart uses the information from the table above to show the growth of population between 1930 and 2005. Figures have been rounded up to the nearest million.



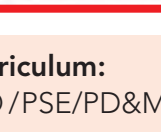
**Number of Motor Vehicles in Great Britain**



**Number of Road Crash Casualties in Great Britain**



**Number of Fatalities in Great Britain**



**Use the table to complete the other 3 charts. Remember to round up the figures!**


**N.B. Remember you will have to take care over traffic.**

### Links with the Curriculum:

English, PSHE / PSD / PSE / PD&MU, Citizenship, ICT, Maths, Geography

**F11 Traffic crash statistics**

Details of traffic crashes are collected to provide information on how, where and when crashes happen. These statistics are used to highlight particular problems, to encourage debate on road safety issues and to help us find ways to avoid or reduce road crashes.





Crash on a bicycle involves road traffic legislation.

Since 1995, road crash statistics are presented each year to the House of Commons.

Nevertheless, complete crash information is not kept with the help of computers.

## F11 & F12 Traffic crash statistics

**Aim:** to provide pupils with an insight into the problem of traffic crashes, its extent and significance, locally, nationally and internationally.

**Extension ideas:** find local crash statistics and mark locations on a map – can you see any 'hotspot' areas? (these should be avoided when planning journeys); search the internet for data on traffic crashes nationwide, in Europe and worldwide; design a poster with the title "Crashes are no accident" to raise awareness of the fact that traffic crashes can be avoided; research what a statistician does and write a diary entry of a day in his/her life; on PC develop ideas on the theme by organising text, tables, images, sound as appropriate (e.g. desktop publishing, multimedia presentations).

**F12 Traffic crash statistics**

**How traffic crash statistics are collected**

The current system of collecting traffic crash statistics was set up in 1968. Most of the information is based on police reports.

Every time a road crash that involves human casualties happens, police officers who arrive at the scene have to fill in a form. Information from this form is transferred to a computer and sent weekly to the Department for Transport.

As the Department for Transport, information sent by the police is combined with data from other sources such as death registrations, coroners' reports, traffic and vehicle registration data.

A review is published each year and is made available to most safety specialists and other interested parties.

**Reasons for collisions**

Imagine you are an expert on statistics. You will be asked to analyse the average on the left and present your results in the table below.

How many reasons are in the passage?

How many paragraphs?

How many sentences?

How many words?

What percentage of the text does each genre represent? (Round up figures)

**Verify that your crash data has been sent to different words.**

WORD GROUPS	NUMBER	% OF TOTAL
Reason		
Words		
Paragraphs		
Sentences		
Words		
Other		
TOTAL NUMBER OF WORDS		

**Have any more tips to help you?**

**Organise your data** - for example, highlight all words in one colour, words in another, etc.

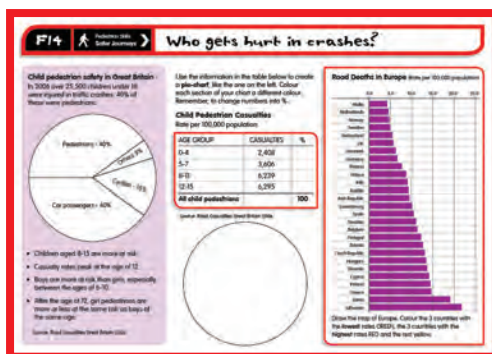
**Check your information thoroughly** - use a dictionary for words you are unsure about.

### Links with the Curriculum:

English, PSHE / PSD / PSE / PD&MU, Citizenship, ICT, Maths, Geography, Art & Design







## F13 & F14 Who gets hurt in crashes?

**Aim:** to help pupils appreciate that behind statistics there are real people who get hurt; to realise that young pedestrians are vulnerable and they need to be extra careful.

**Extension ideas:** discuss why some road user groups are at higher risk than others; find a crash story in the media and write a fictitious account of the effect it had on the people involved and their families (suffering, loss of income, disability, etc); it is a fact that people in poorer countries / areas suffer a higher proportion of death and injury on the road – discuss why it may be so and what can be done to improve the situation; look at the different types of injuries resulting from crashes, critical, serious and slight and how the body reacts; on PC develop ideas on the theme by organising text, tables, images, sound as appropriate (e.g. desktop publishing, multimedia presentations).

### Links with the Curriculum:

English, PSHE / PSD / PSE / PD&MU, Citizenship, ICT, Maths, Science, Geography



## F15 & F16 Why crashes happen

**Aim:** to help pupils understand the main causes of road crashes and that most of them are due to human error and could be avoided.

**Extension ideas:** choose a crash story from the media or make up one – organise the class as a court room (defendant, lawyers, judge, jury, witnesses, etc) and examine all evidence to reach your verdict – find out from the Highway Code what type of penalty would be appropriate for this case; imagine you are the victim of a crash and you have been paralysed from the waist down – write a letter to a close friend explaining how your life has changed, and how you feel about the crash and the driver of the vehicle that hit you; make a list of the main causes of why crashes happen; on PC develop ideas on the theme by organising text, tables, images, sound as appropriate (e.g. desktop publishing, multimedia presentations).

**F16 Why crashes happen**

**'Accident' survey**  
Carry out a survey of 'accidents' that happened over a period of time, e.g. one year. You can choose to investigate road crashes, accidents on footpaths, or accidents at all-manner. You can present your findings as a report, or graphs, or a presentation, if possible, use a computer.

**Survey Action Plan**

- Decide on the group of people you are going to survey (your class, your family, people in your class, people on their bicycles, etc).
- Decide on the period of time your survey will cover.
- Prepare a questionnaire for the people taking part in your survey to fill in.
- Transfer the data from the questionnaires on to a chart like the one below.
- Work out the accident statistics in percentages (100 of the total number of people you surveyed).
- Decide how you can best present the results of your survey.

**SURVEY - Accidents involving families of pupils of X school, class Z**

Accident Details				Casualty Details		
Date	Type of accident	Location	Cause	Age	Gender	Severity of injuries

### Links with the Curriculum:

English, PSHE / PSD / PSE / PD&MU, Citizenship, ICT, Maths, Science







**A3 - Pavement**

Odd one out: the car

**A6 - Roads**

Spot the difference - 5 differences.


**A7 - Traffic and vehicles**

All vehicles have: wheels

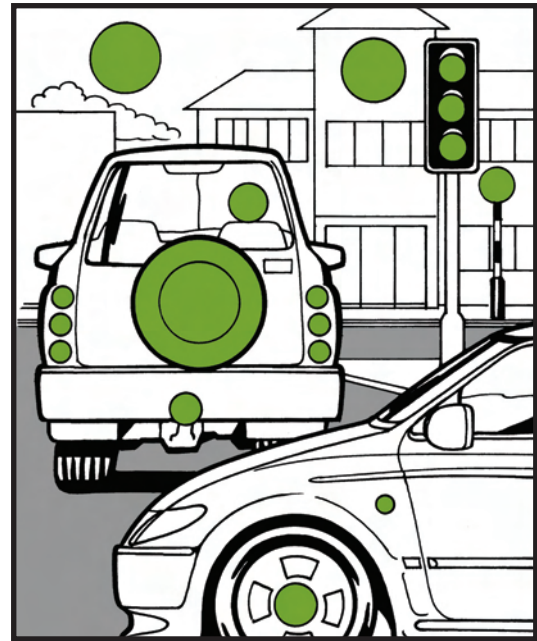
**A8 - Traffic and vehicles**

p	y	t	e	h	k	b
l	f	r	i	b	f	i
o	y	a	m	g	a	c
r	x	c	v	a	n	y
r	p	t	x	o	k	c
y	b	o	b	u	s	l
i	q	r	c	a	r	e

The matching wheels to the vehicles are:  
bicycle, car, tractor.

**A9 - Wheels on pavements**

Things with wheels: shopping bag trolley,  
supermarket trolley, wheel chair, push chair.

**A10 - Wheels on pavements**

**A13 - Walk, don't run**

In the right order (from left to right top row then  
left to right bottom row): 2, 4, 1, 3

**A15 - Play in safer places**

Things that keep children safe from traffic:  
fence, garden wall, closed gate.

**A16 - Play in safer places**

Children playing in safer places: boy with kite  
in the park, girl with cat in the garden, girl on  
swing at playground.

Children playing in unsafe places: girl playing  
hopscotch on pavement, boys in car park, boy  
with ball at petrol station.

**A18 - Be seen by day**

There are 13 complete shapes (not counting  
those created by their sections).

There are 4 circles.

There are 3 triangles (but accept 4 as correct if  
a child counts the section of the triangle that is  
part of a larger triangle).

There is 1 square.

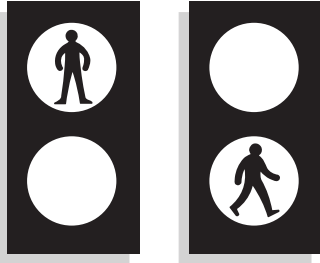
**A20 - Be seen by night**

The coats that show up best in the dark are the  
lighter colours: white and yellow



**B4 - Stop**

**What stop means:** correct position of red man and green man:



**Stop or stopped:** 1=stop, 2=stopped, 3=stop, 4 = stopped.

**B6 - Stand near the kerb**

**Missing words:** 1 = too near, 2 = too far, 3 = just right, 4 = too far, 5 = just right, 6 = too near.

**Which Shoes?** The shoes are white flat shoes.

**B7 - Look all around**

The boy needs to look out for traffic coming from his right, his left and from the road behind him.

The girl needs to look out for traffic coming from her right, her left and the driveway behind her.

**B8 - Look all around**

Passenger reading a newspaper is on a bus in picture 6.

There are 12 tree trunks shown on the bends of picture 3.

The odd shoe is in picture 5.

A car reversing out of the driveway in picture 2.

There is an unaccompanied dog in picture 1 (behind the bushes).

A disabled road user is in picture 4, on the far pavement.

**B10 - Listen carefully**

**Match the ears to the animal:** 1 = cat, 2 = mouse, 3 = elephant, 4 = monkey, 5 = donkey, 6 = dog.

**Same sound – different meaning:** 1 = knot, 2 = new, 3 = see, 4 = sun, 5 = hair, 6 = tail, 7 = week, 8 = hour, 9 = buy, 10 = made.

**B11 – Use your eyes and ears**

The vehicles that are easy to hear are: the car, the police car, the motorbike, the ambulance.

**B12 – Use your eyes and ears**

**Look carefully!** - The two circles are the same size and the two lines are the same size. It's an optical illusion that makes them look different.

**B13 - Walk straight across**

**Keeping straight!** - the correct answers are 2 and 3.

**B14 - Walk straight across**

**The shortest route home:** 100 metres.

**Walk don't run:** story one sequence 3, 1, 4, 2.

Story two sequence 1, 3, 2, 4.

**B16 – Think first**

**Brainpower:** tongue, eyes, ears, hands / skin, finger, feet / legs, nose.

**Five senses:** sight, hearing, smell, taste, touch.

**B17 – The Green Cross Code**

t	r	a	f	f	i	c	m	a
w	t	h	i	n	k	r	n	l
a	k	e	n	t	o	o	k	i
l	m	x	d	i	m	s	e	v
k	e	e	p	s	y	s	r	e
e	a	r	s	t	o	p	b	w
w	h	i	l	e	s	a	f	e
m	s	t	a	n	d	s	j	l
r	o	a	d	z	e	y	e	s

**B18 – The Green Cross Code**

**Semaphore code message:** The Green Cross Code is a guide to help everyone cross the road safely.

**B19 - Arrive alive**

**Questions:** think, stop, all around, wait, walk straight across, look and listen, arrive alive.

**The Green Cross Code:** think first, stop, use your eyes and ears, wait until it's safe to cross, look and listen, arrive alive.



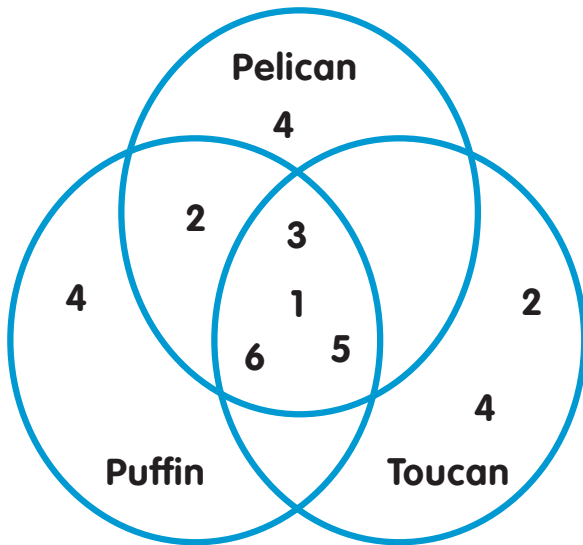
**C2 - Zebra crossing**

Match the stripes: B and F match

**C4 - Pelican crossing**

Colour wheel: missing words: 1 = red / orange, 2 = blue / green, 3 = red / purple.

Opposites: white, day, fast, over, dark, soft.

**C6 - Toucan and Puffin crossings**

**C8 - Footbridge**

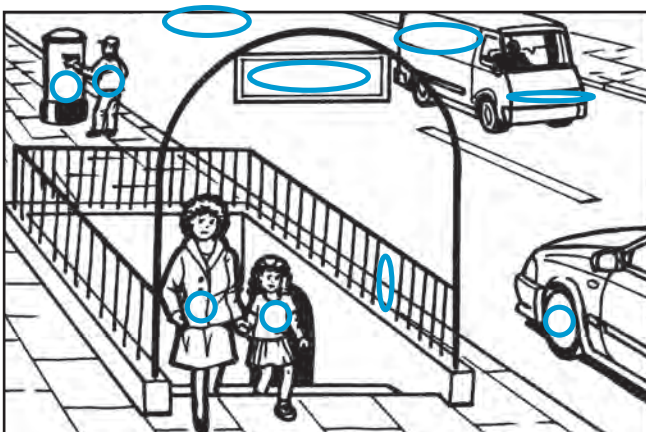
They are all bridges! – road bridge, railway bridge.

Hidden words: foot, bed, dog, boot, roof, door, fire, toe, bird.

**C10 - Subway**

Under the ground: 1 = rabbit, 2 = fox, 3 = badger, 4 = mole.

Spot the differences!


**C14 – Safer places to cross**

The safer place to cross the road is shown in picture 3 – a Pelican crossing.

1. This is a dangerous place to cross because of the bend – you cannot see traffic coming and drivers cannot see you.
2. This is not a safe place to cross. Only cross between parked cars if there is no safer place near.
3. Pelican crossings are safer places to cross, if used properly. Only cross when the steady green man shows and all traffic has stopped.
4. It is not safe to cross where the people are standing. They must move to the top of the hill where they can see clearly in both directions if traffic is coming.

**C16 - Between parked cars**

Parts of a car: 1 = tyres, 2 = side mirror, 3 = steering wheel, 4 = bumper, 5 = headlights, 6 = reversing lights, 7 = braking lights, 8 = driver door, 9 = bonnet, 10 = roof rack.

**C18 - One-way streets & bus lanes**

Crossing places quiz: Q1 = c, Q2 = a, Q3 = b, Q4 = a, Q5 = c, Q6 = a, Q7 = c, Q8 = b, Q9 = a.

**C20 - Crossing at night**

Nocturnal animals: 1 = Grizzly Bear, 2 = Dingo, 3 = Bat, 4 = Gerbil, 5 = Owl, 6 = Hedgehog, 7 = Badger, 8 = Aardvark, 9 = Alligator.

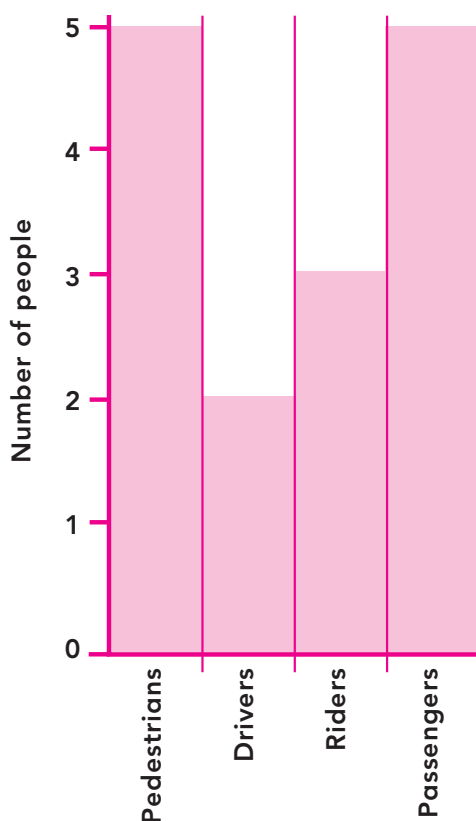




**D2 - The Highway Code**

A family of road users:

Road Users	Pedestrian	Driver	Rider	Passenger
Mr Smith	✓	✓		✓
Mrs Smith	✓	✓		✓
David Smith	✓		✓	✓
Clare Smith	✓		✓	✓
Jonathan Smith	✓		✓	✓


**D4 - Rules for pedestrians**

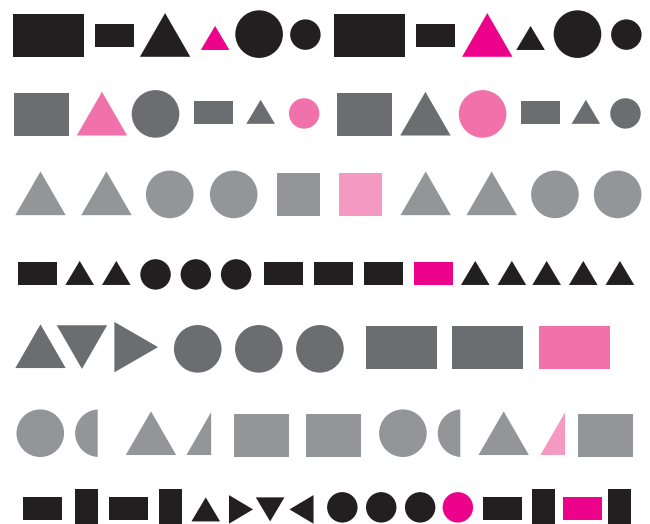
**Pedestrian skills Quiz:** 1 = all pedestrians, 2 = at a pedestrian crossing, 3 = look right, left, ahead and behind you, 4 = you can hear traffic before you can see it.

**Brainteaser:** Ian needs 2 fluorescent badges - they will cost 90p; Sunit needs 2 fluorescent & reflective badges - they will cost £ 1.50; Freddy needs 2 reflective badges - they will cost £1.20; Ian has an extra 10p and Freddy 30p - they can both lend their spare money to Sunit to help him buy his badges.

**D5 - Road signs**

**D6 - Road signs**

Complete the patterns:



Which is where?

- a) A B C D E F G H;
- b) N O P Q R;
- c) I J K M



**D8 - Signs giving orders**
**Odd one out:**

1 = the odd sign is the octagon – all the others are circles (alternative answers can be the one with cars or the 'Stop Children' sign);

2 = the sign with the arrow pointing to the right – all the other point to the left (an alternative answer can be the sign with the bend arrow – all the others are straight);

3 = the odd sign is the one with a man – the rest show traffic;

4 = the odd sign is the third from the left – the rest include an arrow.

**D10 - Warning signs**
**Odd one out:**

first row = the odd sign is the one with the horse rider – the rest show only animals;

second row – the odd sign is the fourth from the left – the rest all have lines that end in an arrow (alternative answer can be the sign with the circular shape)

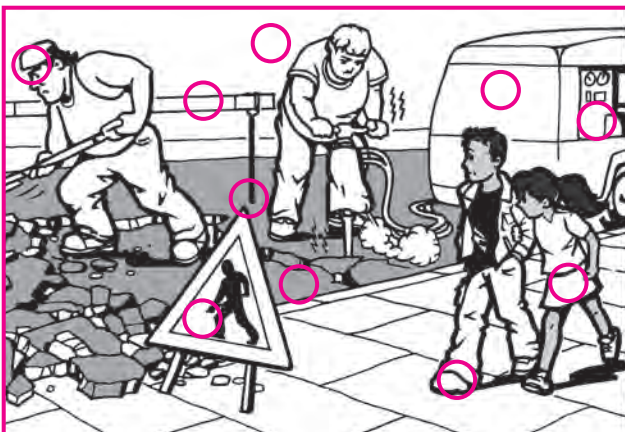
third row = the odd sign is the one with the bicycle - all others show people.

**Complete the patterns:**

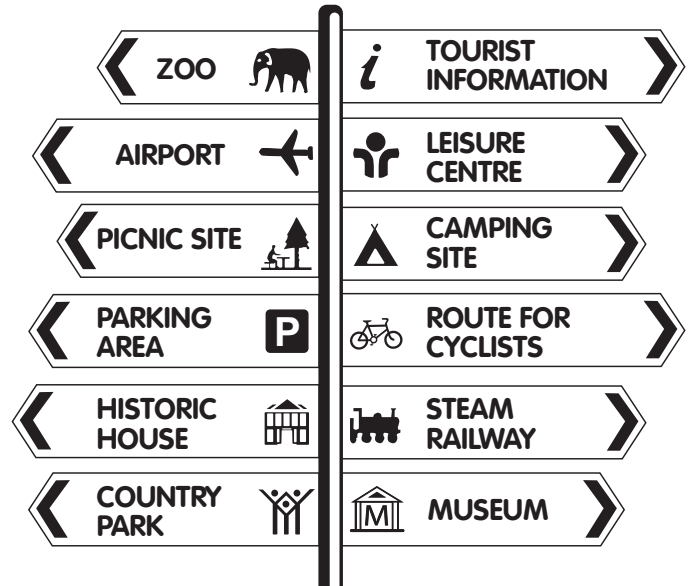
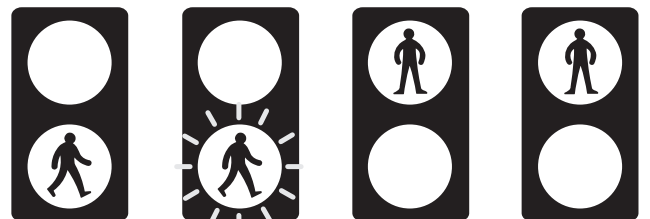
1 = second from left;

2 = third from left;

3 = fourth from left.

**Spot the differences!**

**D12 - Information signs**

Make new words! Answers from top down: root, onion, noon, oar, farm, moon, tin, roof, train, rain, rat, room.


**D18 - Light signals**
**Pelican crossing signals:**

**Find the Code:**

GRADE, DREAM, BEARD, MADE, NAME, DANGER

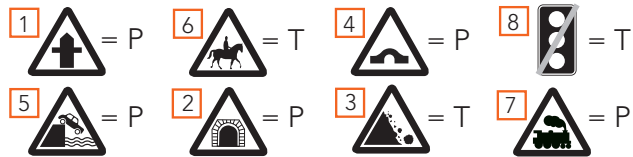
**D20 - Arm signals**
**Who signalled what?**

Name	Surname	Vehicle	Arm Signal
Mat	Smith	Car	Turn right
Clare	Frazer	Bicycle	Turn left
David	Jones	Motorbike	Slow Down



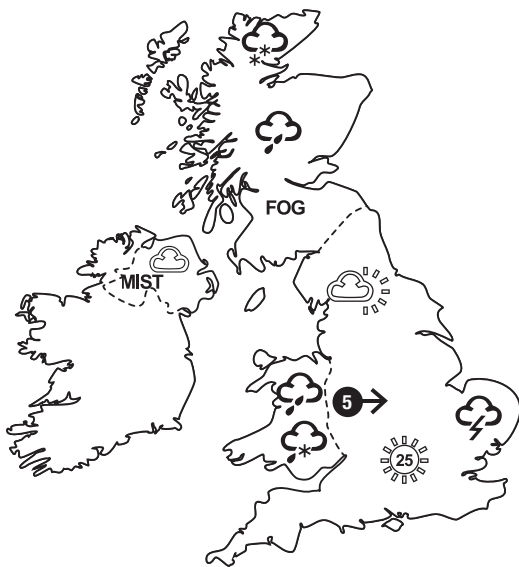
## E2 - Hazards on the road

Which sign?



## E4 - Weather hazards

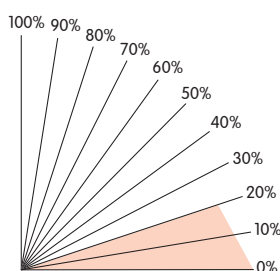
Which word? 1 = warm, 2 = raincoats and wellies, 3 = slippery, 4 = reflective, 5 = umbrellas, 6 = fluorescent.



## E6 - Other road users

A hazardous morning - Questions: 1 = three (soap, shoelaces, car when crossing), 2 = all, 3 = to each other, the car driver and the cyclist, 4 = Joe, Gill and the cyclist, 5 = the driver, 6 = probably not – difficult to believe that two clever children like Joe and Gill could be so careless!

Steep hills:



## E8 - Bicycles

Test your cycle knowledge:

1 = bicycles are difficult to hear because they have no engine,  
2 = 3-wheeled cycles are called tricycles,  
3 = a tandem has two wheels,  
4 = two people can ride a tandem.

Wheel puzzle:

Number of tricycles (3 wheels)	0	1	2	3	4
Number of bicycles (2 wheels)	6	4	3	1	0
Total number of wheels	12	11	12	11	12

The only possible answer is 2 tricycles and 3 bicycles.

Bi-words: (in alphabetical order)

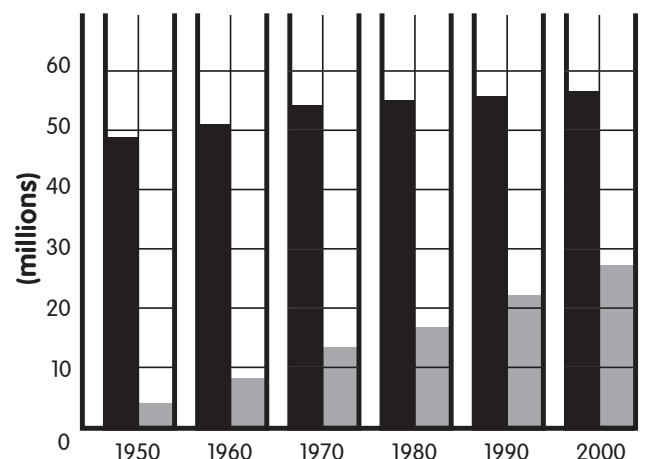
biannual = F, bicentenary = A,  
bicycle = D, biennial = J, bifocals = B,  
bilateral = G, bilingual = H, binary = K,  
binoculars = E, biplane = I, bisect = L,  
bivalve = C

## E10 = Cars & motorcycles

Find the right word:

(from top down) road, lollipop, traffic, hand, bus, car, shopping, cross, police, post.

Too many cars?





**True or false?**

- Motorcycles have been around for less than 150 years. TRUE
- The first motorcycle had a steam engine. TRUE
- Motorcycles with petrol engine were first made in France. FALSE
- The first motorcycles were very fast for the time. TRUE
- The German army used motorcycles in World War II. TRUE
- European motorcycles were cheaper than Japanese ones. FALSE
- Nowadays, motorcycles can be faster than ordinary cars. TRUE

**E12 - Buses and coaches**

The right word:

1 = word, 2 = cities, 3 = horse, 4 = routes, 5 = bus-stops, 6 = vehicles, 7 = environment.

Shortened words:

photograph, bicycle, telephone, refrigerator, perambulator, gymnasium.

Bus fares: Ann needs £1.10 and Helen £1.00.

**E14 - Vans and lorries**

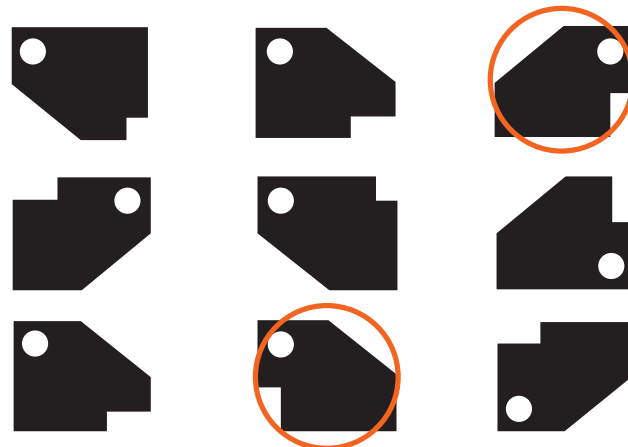
Logic problem:

Vehicle	Colour	Goods	Destination
Van	Red	Vegetables	Market
Truck	Green	Bricks	Building site
Lorry	Blue	Frozen food	Supermarket

**E16 - Emergency vehicles**

Emergency instructions:

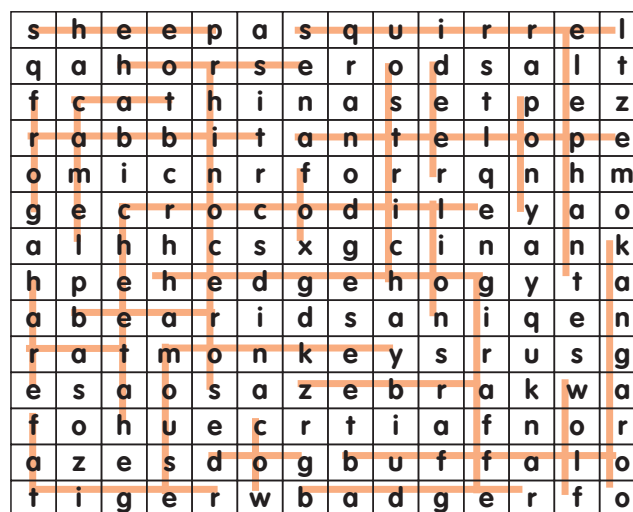
1. Phone 999, 2. Tell the operator which service you want – police, fire brigade or ambulance,
3. When they put you through, give your name, telephone number and address, 4. Explain clearly what the problem is.

**Reflections**

**E18 - Trains and trams**

Parallel lines:


**E20 - Animals on the road**

Animal Wordsearch:



Animals that you are likely to come across on a road, in the UK: cat, cow, deer, dog, fox, frog, hare, hedgehog, horse, pony, rat, sheep, squirrel.

Complete the sentences:

- 1 = freely, 2 = fiercely, 3 = cautiously, 4 = slowly, 5 = stealthily, 6 = peacefully, 7 = immediately, 8 = gracefully.



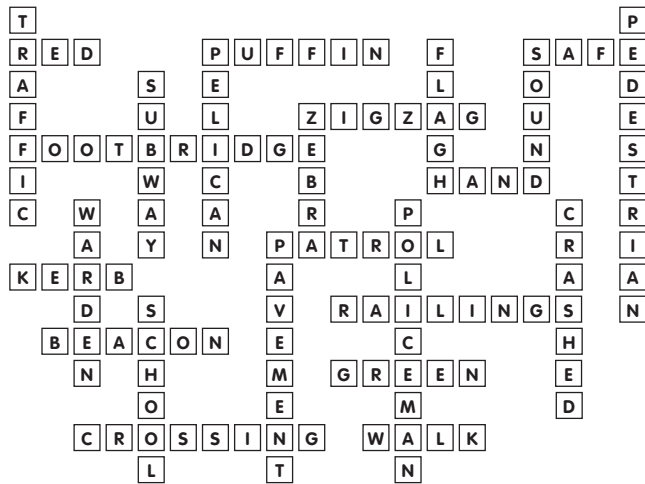
## F2 - Planning a journey

Map reading - Answer the questions:

1 = E5, 2 = 50 metres, 3 = A6-B6-C6-D6-E6-E7-F7-G7-H7-H8, 4 = Larne Road and Glenalla Road, 5 = E5, E6, A6.

## F4 - Safer routes

### Safer crossing places puzzle:



**Fill in the missing words:** injured, crossings, safely, pedestrians, button, places, high, cyclists, green, Pelicans, red, lights.

## F6 - Journey to school

On the way to school:

1 = two, 2 = three, 3 = Isabel, 4 = David,  
5 = Traffic island, 6 = School Crossing Patrol.

**Know your junctions!** A junction where several roads cross at different height levels is called 'spaghetti junction'.

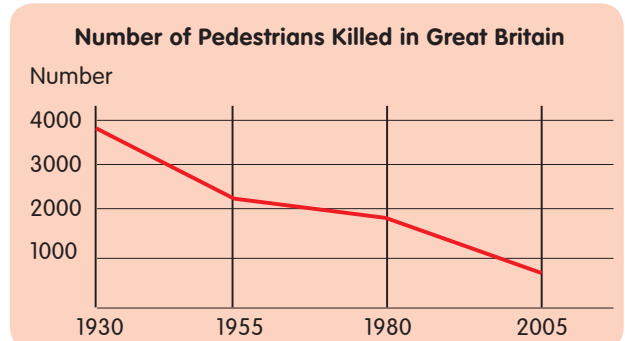
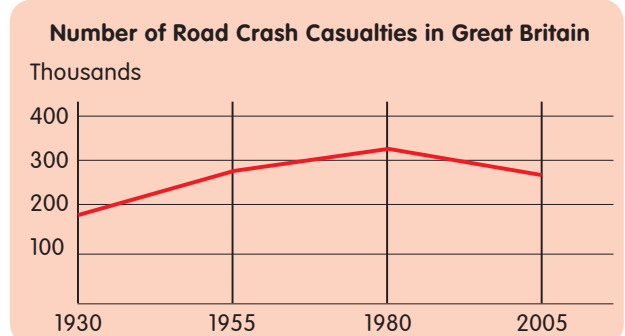
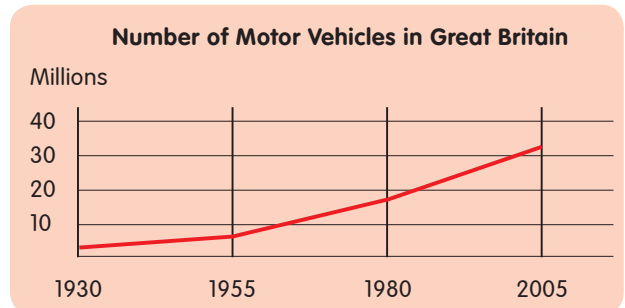
## F8 - Traffic calming

## Metaphors:

- 1 = Zebra crossing
- 2 = 'Lollipop' sign
- 3 = Sleeping policeman
- 4 = Table
- 5 = T-junction
- 6 = Spaghetti junction
- 7 = Traffic island
- 8 = Lanes

## F10 - Road crashes

Good old days?



## F12 - Traffic crash statistics

Become a statistician!

Word Groups	Number	% Of Total
Nouns	46	40%
Verbs	24	21%
Adjectives	7	6%
Conjunctions	4	3%
Pronouns	0	0%
Adverbs	1	1%
Others	34	29%
TOTAL	116	100%

**F13 - Who gets hurt in crashes?**

Answer the questions:

Car users group has the greatest number of casualties.

Motorcyclists group has the fewest casualties.

The 12-19 group has the greatest number of pedestrian casualties.

The 60-69 group has the fewest pedestrian casualties.

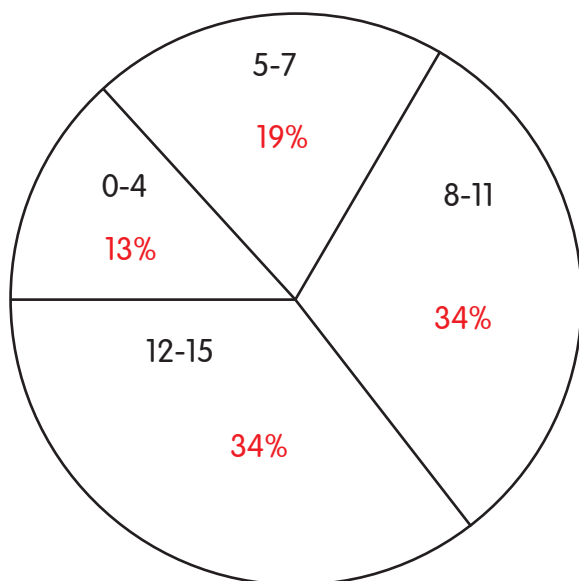
The 20-29 group has the greatest number of overall casualties.

The 0-4 group has the fewest overall casualties.

Some groups get hurt more than others because they take more risks on the roads.

**F14 - Who gets hurt in crashes?**

Child pedestrian casualties:


**F18 - Speed and crashes**

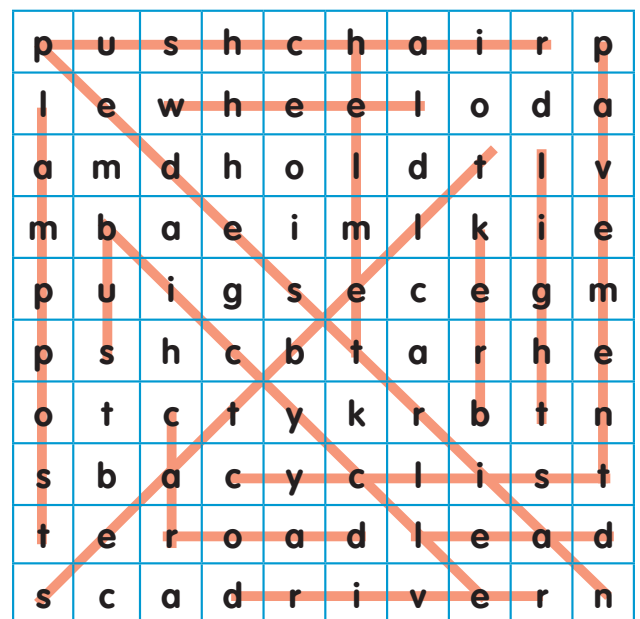
Logic problem:

Driver	Type of vehicle	Speed	Type of Road
John	Articulated lorry	60mph	Single carriageway
Cathy	Coach	70mph	Dual carriageway
David	Car	80mph	Motorway
Mary	Motorcycle	50mph	Built up area

**F20 - Think 'safe'**

Road Wordsearch:

- |               |                |
|---------------|----------------|
| 1. Bicycle    | 2. Bus         |
| 3. Car        | 4. Cyclist     |
| 5. Driver     | 6. Helmet      |
| 7. Kerb       | 8. Lamppost    |
| 9. Lead       | 10. Light      |
| 11. Pavement  | 12. Pedestrian |
| 13. Pushchair | 14. Road       |
| 15. Seatbelt  | 16. Wheel      |







### Road Safety Organisations & Government Departments:

DBDA (community safety education) ([www.dbda.co.uk](http://www.dbda.co.uk))

Department for Transport (DfT) ([www.dft.gov.uk](http://www.dft.gov.uk))

Road Safety Scotland ([www.road-safety.org.uk](http://www.road-safety.org.uk))

Transport for London (TfL) ([www.tfl.gov.uk](http://www.tfl.gov.uk))

Road Safety Council of Wales (RoSCoW) ([www.roscow.org.uk](http://www.roscow.org.uk))

Department of the Environment in Northern Ireland (DOE) ([www.roadsafetyni.gov.uk](http://www.roadsafetyni.gov.uk))

Local Authority Road Safety Officer's Association (LARSOA) ([www.larsoa.org.uk](http://www.larsoa.org.uk))

Parliamentary Advisory Council for Transport Safety (PACTS) ([www.pacts.org.uk](http://www.pacts.org.uk))

ROADSAFE ([www.roadsafe.com](http://www.roadsafe.com))

Association of Industrial Road Safety Officers ([www.airso.org.uk](http://www.airso.org.uk))

Institute of Road Safety Officers ([www.irso.org.uk](http://www.irso.org.uk))

### Educational Departments:

Department for Children, Schools and Families ([www.dfes.gov.uk](http://www.dfes.gov.uk))

Education and Learning Wales ([www.elwa.ac.uk](http://www.elwa.ac.uk))

The Scottish Executive ([www.scotland.gov.uk](http://www.scotland.gov.uk))

Department of Education, Northern Ireland ([www.deni.gov.uk](http://www.deni.gov.uk))

### Road Safety Advice:

Department for Transport Hedgehogs ([www.hedgehogs.gov.uk](http://www.hedgehogs.gov.uk))

THINK campaign ([www.thinkroadsafety.gov.uk](http://www.thinkroadsafety.gov.uk))

Royal Society for the Prevention of Accidents (RoSPA) ([www.rospa.org.uk](http://www.rospa.org.uk))

Safer Routes to School ([www.saferoutestoschools.org.uk](http://www.saferoutestoschools.org.uk))

Walk to School ([www.walktoschool.org.uk](http://www.walktoschool.org.uk))

Make Roads Safe Campaign ([www.makeroadssafe.org](http://www.makeroadssafe.org))

Bike Helmet Initiative Trust ([www.bhit.org/home](http://www.bhit.org/home))

BRAKE ([www.brake.org.uk](http://www.brake.org.uk))

The Children's Traffic Club ([www.trafficclub.co.uk](http://www.trafficclub.co.uk))

Child Car Seats ([www.childcarseats.org.uk](http://www.childcarseats.org.uk))

Child Safety Seat Campaign ([www.protectchild.co.uk](http://www.protectchild.co.uk))

Nationwide Education ([www.nationwideeducation.co.uk](http://www.nationwideeducation.co.uk))

BMW Education ([www.bmweducation.co.uk](http://www.bmweducation.co.uk))





**A**

		ENGLISH	Extension activities	MATHS	Extension activities	SCIENCE	Extension activities	PSHE, PSE, PD&MU CITIZENSHIP	Extension activities	ICT	Extension activities	HISTORY	Extension activities	GEOGRAPHY	Extension activities	ART & DESIGN	Extension activities
Pedestrians	A1	✓	✓	✓	✓	✓	✓	✓	✓	✗	✓	✗	✓	✓	✓	✓	✓
	A2	✓	✓	✓	✓	✓	✓	✓	✓	✗	✓	✗	✓	✓	✓	✓	✓
Pavement	A3	✓	✓	✓	✗	✗	✓	✓	✓	✗	✓	✗	✗	✓	✓	✗	✗
	A4	✓	✓	✓	✗	✗	✓	✓	✓	✗	✓	✗	✗	✓	✓	✓	✗
Roads	A5	✓	✓	✗	✗	✗	✓	✓	✓	✗	✓	✗	✓	✓	✓	✓	✓
	A6	✓	✓	✗	✗	✗	✓	✓	✓	✗	✓	✗	✓	✓	✓	✓	✓
Traffic and vehicles	A7	✓	✓	✓	✓	✓	✓	✓	✓	✗	✓	✗	✓	✓	✓	✗	✓
	A8	✓	✓	✓	✓	✓	✓	✓	✓	✗	✓	✗	✓	✓	✓	✗	✓
Wheels on pavements	A9	✓	✓	✓	✓	✓	✓	✓	✓	✗	✓	✗	✓	✓	✓	✓	✓
	A10	✓	✓	✓	✓	✓	✓	✓	✓	✗	✓	✗	✓	✓	✓	✓	✓
No pavement	A11	✓	✓	✗	✗	✗	✓	✓	✓	✗	✓	✗	✗	✓	✓	✗	✗
	A12	✓	✓	✗	✗	✗	✓	✓	✓	✗	✓	✗	✗	✓	✓	✗	✗
Walk, don't run	A13	✓	✓	✓	✓	✓	✓	✓	✓	✗	✓	✗	✗	✓	✗	✗	✗
	A14	✓	✓	✓	✓	✓	✓	✓	✓	✗	✓	✗	✗	✓	✗	✗	✗
Play in safer places	A15	✓	✓	✗	✓	✗	✗	✓	✓	✗	✓	✗	✗	✓	✓	✗	✗
	A16	✓	✓	✗	✓	✗	✗	✓	✓	✗	✓	✗	✗	✓	✓	✗	✗
Be seen by day	A17	✓	✓	✗	✗	✓	✓	✓	✓	✗	✓	✗	✗	✓	✗	✗	✓
	A18	✓	✓	✓	✗	✓	✓	✓	✓	✗	✓	✗	✗	✓	✗	✗	✓
Be seen by night	A19	✓	✓	✗	✗	✓	✓	✓	✓	✗	✓	✗	✗	✓	✗	✗	✓
	A20	✓	✓	✓	✗	✓	✓	✓	✓	✗	✓	✗	✗	✓	✗	✗	✓

**B**

Who can help us?	B1	✓	✓	✗	✗	✗	✗	✓	✓	✗	✓	✗	✗	✓	✓	✗	✓
	B2	✓	✓	✓	✗	✗	✗	✓	✓	✗	✓	✗	✗	✓	✓	✗	✓
Stop	B3	✓	✓	✓	✗	✓	✓	✓	✓	✗	✓	✗	✗	✓	✗	✓	✗
	B4	✓	✓	✓	✗	✓	✓	✓	✓	✗	✓	✗	✗	✓	✗	✓	✗
Stand near the kerb	B5	✓	✓	✓	✗	✗	✗	✓	✓	✗	✓	✗	✗	✓	✓	✗	✓
	B6	✓	✓	✓	✗	✗	✗	✓	✓	✗	✓	✗	✗	✓	✓	✗	✓
Look all around	B7	✓	✓	✗	✓	✓	✓	✓	✓	✗	✓	✗	✗	✓	✓	✗	✗
	B8	✓	✓	✗	✓	✓	✓	✓	✓	✗	✓	✗	✗	✓	✓	✗	✗
Listen carefully	B9	✓	✓	✗	✗	✓	✓	✓	✓	✗	✓	✗	✗	✓	✗	✗	✗
	B10	✓	✓	✗	✗	✓	✓	✓	✓	✗	✓	✗	✗	✓	✗	✗	✗
Use your eyes and ears	B11	✓	✓	✓	✗	✓	✓	✓	✓	✗	✓	✗	✗	✓	✗	✗	✗
	B12	✓	✓	✓	✗	✓	✓	✓	✓	✗	✓	✗	✗	✓	✗	✗	✗
Walk straight across	B13	✓	✓	✓	✓	✗	✗	✓	✓	✗	✓	✗	✗	✓	✓	✗	✗
	B14	✓	✓	✓	✓	✗	✗	✓	✓	✗	✓	✗	✗	✓	✓	✗	✗
Think first	B15	✓	✓	✗	✓	✓	✓	✓	✓	✗	✓	✗	✗	✓	✓	✗	✗
	B16	✓	✓	✗	✓	✓	✓	✓	✓	✗	✓	✗	✗	✓	✓	✗	✗
The Green Cross Code	B17	✓	✓	✓	✓	✗	✓	✓	✓	✗	✓	✗	✗	✓	✗	✗	✗
	B18	✓	✓	✓	✓	✗	✓	✓	✓	✗	✓	✗	✗	✓	✗	✗	✗
Arrive alive	B19	✓	✓	✗	✓	✗	✗	✓	✓	✗	✓	✗	✗	✓	✓	✗	✗
	B20	✓	✓	✗	✓	✗	✗	✓	✓	✗	✓	✗	✗	✓	✓	✓	✗

**C**

Zebra crossing	C1	✓	✓	✗	✓	✓	✓	✓	✓	✗	✓	✗	✗	✓	✓	✗	✓
	C2	✓	✓	✓	✓	✓	✓	✓	✓	✗	✓	✗	✗	✓	✓	✓	✓
Pelican crossing	C3	✓	✓	✗	✗	✓	✓	✓	✓	✗	✓	✗	✗	✓	✓	✓	✗
	C4	✓	✓	✗	✗	✓	✓	✓	✓	✗	✓	✗	✗	✓	✓	✓	✗
Toucan & Puffin crossings	C5	✓	✓	✗	✗	✗	✓	✓	✓	✗	✓	✗	✗	✓	✓	✗	✗
	C6	✓	✓	✓	✗	✗	✓	✓	✓	✗	✓	✗	✗	✓	✓	✗	✗
Footbridge	C7	✓	✓	✗	✓	✗	✓	✓	✓	✗	✓	✗	✓	✓	✗	✗	✗
	C8	✓	✓	✗	✓	✗	✓	✓	✓	✗	✓	✗	✓	✓	✗	✗	✗
Subway	C9	✓	✓	✗	✗	✗	✓	✓	✓	✗	✓	✗	✓	✓	✓	✗	✗
	C10	✓	✓	✗	✗	✓	✓	✓	✓	✗	✓	✗	✓	✓	✓	✗	✗
Traffic island	C11	✓	✓	✓	✗	✗	✗	✓	✓	✗	✓	✗	✗	✓	✓	✗	✗
	C12	✓	✓	✓	✗	✗	✗	✓	✓	✗	✓	✗	✗	✓	✓	✗	✗
Safer places to cross	C13	✓	✓	✗	✗	✗	✗	✓	✓	✗	✓	✗	✗	✓	✗	✗	✗
	C14	✓	✓	✗	✗	✗	✗	✓	✓	✗	✓	✗	✗	✓	✗	✗	✗
Between parked cars	C15	✓	✓	✗	✓	✓	✓	✓	✓	✗	✓	✗	✗	✓	✓	✗	✓
	C16	✓	✓	✗	✓	✓	✓	✓	✓	✗	✓	✗	✗	✓	✓	✗	✓
One-way streets & bus lanes	C17	✓	✓	✗	✗	✗	✗	✓	✓	✗	✓	✗	✗	✓	✓	✗	✗
	C18	✓	✓	✗	✗	✓	✗	✓	✓	✗	✓	✗	✗	✓	✓	✗	✗
Crossing at night	C19	✓	✓	✗	✓	✓	✓	✓	✓	✗	✓	✗	✗	✓	✗	✗	✗
	C20	✓	✓	✗	✓	✓	✓	✓	✓	✗	✓	✗	✗	✓	✗	✗	✗



**D**

The Highway Code	D1	✓	✓	✗	✓	✗	✓	✓	✓	✗	✓	✗	✗	✓	✗	✗
	D2	✓	✓	✓	✓	✗	✓	✓	✓	✗	✓	✗	✗	✓	✗	✗
Rules for pedestrians	D3	✓	✓	✗	✓	✓	✓	✓	✓	✗	✓	✗	✗	✓	✗	✗
	D4	✓	✓	✓	✓	✓	✓	✓	✓	✗	✓	✗	✗	✓	✗	✗
Road signs	D5	✓	✓	✓	✓	✗	✓	✓	✓	✗	✓	✗	✗	✓	✗	✓
	D6	✓	✓	✓	✓	✗	✓	✓	✓	✗	✓	✗	✗	✓	✗	✓
Signs giving orders	D7	✓	✓	✓	✓	✗	✓	✓	✓	✗	✓	✗	✗	✓	✓	✓
	D8	✓	✓	✓	✓	✗	✓	✓	✓	✗	✓	✗	✗	✓	✓	✓
Warning signs	D9	✓	✓	✓	✓	✗	✓	✓	✓	✗	✓	✗	✗	✓	✓	✓
	D10	✓	✓	✓	✓	✗	✓	✓	✓	✗	✓	✗	✗	✓	✓	✓
Information signs	D11	✓	✓	✓	✓	✗	✓	✓	✓	✗	✓	✗	✗	✓	✓	✓
	D12	✓	✓	✓	✓	✓	✓	✓	✓	✗	✓	✗	✗	✓	✗	✓
Road markings	D13	✓	✓	✗	✗	✗	✗	✓	✓	✗	✓	✗	✗	✓	✗	✓
	D14	✓	✓	✓	✗	✗	✗	✓	✓	✗	✓	✗	✗	✓	✗	✓
Road lanes	D15	✓	✓	✗	✗	✗	✓	✓	✓	✗	✓	✗	✗	✓	✗	✗
	D16	✓	✓	✗	✗	✗	✓	✓	✓	✗	✓	✗	✗	✓	✗	✗
Light signals	D17	✓	✓	✓	✗	✓	✓	✓	✓	✗	✓	✗	✗	✓	✓	✗
	D18	✓	✓	✓	✗	✓	✓	✓	✓	✗	✓	✗	✗	✓	✓	✗
Arm signals	D19	✓	✓	✗	✗	✗	✓	✓	✓	✗	✓	✗	✗	✓	✗	✗
	D20	✓	✓	✓	✗	✗	✓	✓	✓	✗	✓	✗	✗	✓	✗	✗

**E**

Hazards on the road	E1	✓	✓	✓	✓	✗	✓	✓	✓	✗	✓	✗	✗	✓	✓	✓
	E2	✓	✓	✓	✓	✗	✓	✓	✓	✗	✓	✗	✗	✓	✓	✓
Weather hazards	E3	✓	✓	✗	✗	✗	✓	✓	✓	✗	✓	✗	✗	✓	✓	✓
	E4	✓	✓	✗	✗	✓	✓	✓	✓	✗	✓	✗	✗	✓	✓	✓
Other road users	E5	✓	✓	✓	✓	✗	✗	✓	✓	✗	✓	✗	✗	✓	✓	✗
	E6	✓	✓	✓	✓	✗	✗	✓	✓	✗	✓	✗	✗	✓	✓	✗
Bicycles	E7	✓	✓	✗	✗	✗	✗	✓	✓	✗	✓	✗	✗	✓	✓	✗
	E8	✓	✓	✓	✗	✗	✗	✓	✓	✗	✓	✗	✗	✓	✓	✗
Cars and motorcycles	E9	✓	✓	✗	✓	✓	✗	✓	✓	✗	✓	✗	✗	✓	✓	✓
	E10	✓	✓	✓	✓	✓	✗	✓	✓	✗	✓	✓	✓	✓	✓	✓
Buses and coaches	E11	✓	✓	✗	✓	✗	✗	✓	✓	✗	✓	✗	✗	✓	✓	✗
	E12	✓	✓	✓	✓	✗	✗	✓	✓	✗	✓	✓	✗	✓	✓	✗
Vans and lorries	E13	✓	✓	✗	✗	✓	✗	✓	✓	✗	✓	✗	✗	✓	✓	✓
	E14	✓	✓	✓	✗	✗	✗	✓	✓	✗	✓	✗	✗	✓	✓	✓
Emergency vehicles	E15	✓	✓	✗	✓	✓	✗	✓	✓	✗	✓	✗	✗	✓	✓	✗
	E16	✓	✓	✓	✓	✓	✗	✓	✓	✗	✓	✗	✗	✓	✓	✗
Trains and trams	E17	✓	✓	✗	✓	✓	✗	✓	✓	✗	✓	✗	✗	✓	✓	✗
	E18	✓	✓	✓	✓	✗	✗	✓	✓	✗	✓	✗	✗	✓	✓	✗
Animals on the road	E19	✓	✓	✗	✗	✗	✓	✓	✓	✗	✓	✗	✗	✓	✓	✓
	E20	✓	✓	✗	✗	✗	✓	✓	✓	✗	✓	✗	✗	✓	✓	✓

**F**

Planning a journey	F1	✓	✓	✗	✓	✓	✗	✓	✓	✗	✓	✗	✗	✓	✓	✗
	F2	✓	✓	✗	✓	✗	✗	✓	✓	✗	✓	✗	✗	✓	✓	✗
Safer routes	F3	✓	✓	✗	✗	✗	✗	✓	✓	✗	✓	✗	✗	✓	✓	✓
	F4	✓	✓	✗	✗	✓	✗	✓	✓	✗	✓	✗	✗	✓	✓	✓
Journey to school	F5	✓	✓	✓	✗	✗	✗	✓	✓	✗	✓	✗	✗	✓	✓	✗
	F6	✓	✓	✓	✗	✗	✗	✓	✓	✗	✓	✗	✗	✓	✓	✗
Traffic calming	F7	✓	✓	✗	✗	✓	✗	✓	✓	✗	✓	✗	✗	✓	✓	✗
	F8	✓	✓	✗	✗	✓	✗	✓	✓	✗	✓	✗	✗	✓	✓	✗
Road crashes	F9	✓	✓	✗	✗	✓	✗	✓	✓	✗	✓	✓	✗	✓	✓	✗
	F10	✓	✓	✓	✗	✓	✗	✓	✓	✓	✓	✓	✗	✓	✓	✗
Traffic crash statistics	F11	✓	✓	✓	✓	✗	✗	✓	✓	✓	✓	✓	✗	✓	✓	✓
	F12	✓	✓	✓	✓	✗	✗	✓	✓	✓	✓	✓	✗	✓	✓	✓
Who gets hurt in crashes?	F13	✓	✓	✓	✗	✗	✓	✓	✓	✓	✓	✗	✗	✓	✓	✗
	F14	✓	✓	✓	✗	✗	✓	✓	✓	✓	✓	✗	✗	✓	✓	✗
Why crashes happen	F15	✓	✓	✗	✓	✓	✓	✓	✓	✓	✓	✗	✗	✓	✗	✗
	F16	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗	✗	✓	✗	✗
Speed and crashes	F17	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗	✗	✓	✓	✓
	F18	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗	✗	✓	✓	✓
Think 'safe'	F19	✓	✓	✗	✓	✓	✗	✓	✓	✗	✗	✗	✗	✓	✗	✗
	F 20	✓	✓	✗	✓	✓	✗	✓	✓	✗	✗	✗	✗	✓	✓	✗





		ENGLISH	Extension activities	MATHS	Extension activities	PSD CITIZENSHIP	Extension activities	ICT	Extension activities	SCIENCE (ENV. STUDIES)	Extension activities	HISTORY (psd) (ENV. STUDIES)	Extension activities	GEOGRAPHY (place) (ENV. STUDIES)	Extension activities	ART & DESIGN	Extension activities
<b>A</b>	Pedestrians	A1	✓	✓	✓	✓	✓	✗	✓	✓	✓	✗	✓	✓	✓	✓	✓
		A2	✓	✓	✓	✓	✓	✗	✓	✓	✓	✗	✓	✓	✓	✓	✓
	Pavement	A3	✓	✓	✓	✗	✓	✗	✓	✗	✓	✗	✗	✓	✓	✗	✗
		A4	✓	✓	✓	✗	✓	✗	✓	✗	✓	✗	✗	✓	✓	✓	✗
	Roads	A5	✓	✓	✗	✗	✓	✗	✓	✗	✓	✗	✓	✓	✓	✓	✓
		A6	✓	✓	✗	✗	✓	✗	✓	✗	✓	✗	✓	✓	✓	✓	✓
	Traffic and vehicles	A7	✓	✓	✓	✓	✓	✗	✓	✓	✓	✗	✓	✓	✓	✗	✓
		A8	✓	✓	✓	✓	✓	✗	✓	✓	✓	✗	✓	✓	✓	✗	✓
	Wheels on pavements	A9	✓	✓	✓	✓	✓	✗	✓	✓	✓	✗	✓	✓	✓	✓	✓
		A10	✓	✓	✓	✓	✓	✗	✓	✓	✓	✗	✓	✓	✓	✓	✓
	No pavement	A11	✓	✓	✗	✗	✓	✗	✓	✗	✓	✗	✗	✓	✓	✗	✗
		A12	✓	✓	✗	✗	✓	✗	✓	✗	✓	✗	✗	✓	✓	✗	✗
	Walk, don't run	A13	✓	✓	✓	✓	✓	✗	✓	✓	✓	✗	✗	✓	✗	✗	✗
		A14	✓	✓	✓	✓	✓	✗	✓	✓	✓	✗	✗	✓	✗	✗	✗
	Play in safer places	A15	✓	✓	✗	✓	✓	✗	✓	✗	✗	✗	✗	✓	✓	✗	✗
		A16	✓	✓	✗	✓	✓	✗	✓	✗	✗	✗	✗	✓	✓	✗	✗
	Be seen by day	A17	✓	✓	✗	✗	✓	✗	✓	✓	✓	✗	✗	✓	✗	✗	✓
		A18	✓	✓	✓	✗	✓	✗	✓	✓	✓	✗	✗	✓	✗	✗	✓
	Be seen by night	A19	✓	✓	✗	✗	✓	✗	✓	✓	✓	✗	✗	✓	✗	✗	✓
		A20	✓	✓	✓	✗	✓	✗	✓	✓	✓	✗	✗	✓	✗	✗	✓
<b>B</b>	Who can help us?	B1	✓	✓	✗	✗	✓	✗	✓	✗	✗	✗	✗	✓	✓	✗	✓
		B2	✓	✓	✓	✗	✓	✗	✓	✗	✗	✗	✗	✓	✓	✗	✓
	Stop	B3	✓	✓	✓	✗	✓	✗	✓	✓	✓	✗	✗	✓	✗	✓	✗
		B4	✓	✓	✓	✗	✓	✗	✓	✓	✓	✗	✗	✓	✗	✓	✗
	Stand near the kerb	B5	✓	✓	✓	✗	✓	✗	✓	✗	✗	✗	✗	✓	✓	✗	✓
		B6	✓	✓	✓	✗	✓	✗	✓	✗	✗	✗	✗	✓	✓	✗	✓
	Look all around	B7	✓	✓	✗	✓	✓	✗	✓	✓	✓	✗	✗	✓	✓	✗	✗
		B8	✓	✓	✗	✓	✓	✗	✓	✓	✓	✗	✗	✓	✓	✗	✗
	Listen carefully	B9	✓	✓	✗	✗	✓	✗	✓	✓	✓	✗	✗	✓	✗	✗	✗
		B10	✓	✓	✗	✗	✓	✗	✓	✓	✓	✗	✗	✓	✗	✗	✗
	Use your eyes and ears	B11	✓	✓	✓	✗	✓	✗	✓	✓	✓	✗	✗	✓	✗	✗	✗
		B12	✓	✓	✓	✗	✓	✗	✓	✓	✓	✗	✗	✓	✗	✗	✗
	Walk straight across	B13	✓	✓	✓	✓	✓	✗	✓	✗	✗	✗	✗	✓	✓	✗	✗
		B14	✓	✓	✓	✓	✓	✗	✓	✗	✗	✗	✗	✓	✓	✗	✗
	Think first	B15	✓	✓	✗	✓	✓	✗	✓	✓	✓	✗	✗	✓	✓	✗	✗
		B16	✓	✓	✗	✓	✓	✗	✓	✓	✓	✗	✗	✓	✓	✗	✗
	The Green Cross Code	B17	✓	✓	✓	✓	✓	✗	✓	✗	✓	✗	✗	✓	✗	✗	✗
		B18	✓	✓	✓	✓	✓	✗	✓	✗	✓	✗	✗	✓	✗	✗	✗
	Arrive alive	B19	✓	✓	✗	✓	✓	✗	✓	✗	✗	✗	✗	✓	✓	✗	✗
		B20	✓	✓	✗	✓	✓	✗	✓	✗	✗	✗	✗	✓	✓	✓	✗
<b>C</b>	Zebra crossing	C1	✓	✓	✗	✓	✓	✗	✓	✓	✓	✗	✗	✓	✓	✗	✓
		C2	✓	✓	✓	✓	✓	✗	✓	✓	✓	✗	✗	✓	✓	✓	✓
	Pelican crossing	C3	✓	✓	✗	✗	✓	✗	✓	✓	✓	✗	✗	✓	✓	✓	✗
		C4	✓	✓	✗	✗	✓	✗	✓	✓	✓	✗	✗	✓	✓	✓	✗
	Toucan & Puffin crossings	C5	✓	✓	✗	✗	✓	✗	✓	✗	✓	✗	✗	✓	✓	✗	✗
		C6	✓	✓	✓	✗	✓	✗	✓	✗	✓	✗	✗	✓	✓	✗	✗
	Footbridge	C7	✓	✓	✗	✓	✓	✗	✓	✗	✓	✗	✓	✓	✗	✗	✗
		C8	✓	✓	✗	✓	✓	✗	✓	✗	✓	✗	✓	✓	✗	✗	✗
	Subway	C9	✓	✓	✗	✗	✓	✗	✓	✗	✓	✗	✓	✓	✓	✗	✗
		C10	✓	✓	✗	✗	✓	✗	✓	✓	✓	✗	✓	✓	✓	✗	✗
	Traffic Island	C11	✓	✓	✓	✗	✓	✗	✓	✗	✗	✗	✗	✓	✓	✗	✗
		C12	✓	✓	✓	✗	✓	✗	✓	✗	✗	✗	✗	✓	✓	✗	✗
	Safer places to cross	C13	✓	✓	✗	✗	✓	✗	✓	✗	✗	✗	✗	✓	✗	✗	✗
		C14	✓	✓	✗	✗	✓	✗	✓	✗	✗	✗	✗	✓	✗	✗	✗
	Between parked cars	C15	✓	✓	✗	✓	✓	✗	✓	✓	✓	✗	✗	✓	✓	✗	✓
		C16	✓	✓	✗	✓	✓	✗	✓	✓	✓	✗	✗	✓	✓	✗	✓
	One-way streets & bus lanes	C17	✓	✓	✗	✗	✓	✗	✓	✗	✗	✗	✗	✓	✓	✗	✗
		C18	✓	✓	✗	✗	✓	✗	✓	✓	✓	✗	✗	✓	✓	✗	✗
	Crossing at night	C19	✓	✓	✗	✓	✓	✗	✓	✓	✓	✗	✗	✓	✗	✗	✗
		C20	✓	✓	✗	✓	✓	✗	✓	✓	✓	✗	✗	✓	✗	✗	✗



**D**

The Highway Code

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Signs giving orders

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Light signals

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