

Road Safety Theme: Pedestrian Safety	Year-group: Year 6
<p>Aims: To get everyone to behave sensibly as pedestrians and to choose a safe route to their new school.</p> <p>Objectives: To think about the relative safety of different methods of transport. To consider the pedestrian casualty statistics and the reasons for higher numbers of casualties in the 10-14 age bracket. To look at the potential hazards, as a pedestrian on a hypothetical journey. Summarise with key safety statements.</p>	<p>Curriculum Links: Mathematics/Handling data/Processing, representing and interpreting data. PSHE/Developing a healthy, safer lifestyle. Citizenship/Developing confidence. Geography/Geographical enquiry and skills/use maps of the local area.</p> <p>Resources: Computer and screen to run Power point presentation. Local road maps for follow-up activities.</p> <p>Lesson duration: 40 minutes total</p>
<p>Introduction: (5 mins) Show pictures of different modes of transport, ask pupils to choose which one they think is safest. Then show modes ranked safest to least safe. Draw attention to the three most vulnerable types of road user i.e. cyclist, pedestrian and motorcyclist.</p>	
<p>Main Focus: (30 mins) Looking at cyclists, pedestrians, horse-riders and motorcyclists, explore the reasons why these road users are more at risk of serious injury or death compared to people in vehicles. Concentrating on pedestrians, look at the graph showing Gloucestershire Pedestrian Casualties by age, noting the age at which there are the greatest numbers of casualties (age 10-14). Discuss the types of behaviour which put young pedestrians at greater risk, and the situations which contribute to greater risk. For Year 6 pupils, they will be making the transition to Secondary school soon, which is likely to involve a different journey than the one they have been used to. Ask the pupils how they will be travelling to their new school – walking, walk part way then bus, cycle, car passenger. There may be greater distances to travel, possibly also using a school bus or public transport. A sequence of photographs beginning at ‘home’ and looking at different types of roads and crossings, plus urban and rural roads gives an opportunity to talk about how to manage a journey safely. Local knowledge is very useful here, to be able to talk about specific busy roads, difficult junctions and the best places to cross such hazardous roads.</p>	
<p>Plenary: (5mins) Summarise by listing the ‘Smart choices’ which the pupils are being encouraged to make, i.e.: When crossing, focus on the road; cross in places where drivers can see you easily; go back to basics – stop, look, listen, think; don’t muck about near roads; wear something bright and reflective; choose safe routes. Make every journey as safe as possible.</p>	
<p>Evaluation: The session usually takes about 40 minutes, which gives enough time for interaction and discussion. Follow-up worksheets on Hazards and Risks are available. This session could be followed by a more detailed look at the road network surrounding the secondary schools, perhaps plotting the pupils’ route from home.</p>	