

## A safe, active journey to school



**Level 3**

Years 5 & 6



**Length of lesson**

90 minutes



**Learning style**

Guided/groups/  
independent



### Resources

- + **Special resource** – Giant jigsaw puzzle (approximately 2.5m x 2m) with flags and stands
- + **Activity Sheet 3.1 – Identify the risks** (printable illustration for classes without access to a puzzle)
- + **Activity Sheet 3.2 – Managing risks to stay safe**



### WALT

Identify areas of potential risk as a road user and know how to manage these to keep ourselves safe when travelling to and from school.



### Learning Outcomes

Students will:

- + Develop communication skills by working as a team to complete a giant jigsaw puzzle;
- + Study a busy road scene, work together to identify specific risky behaviours and explain the risks they see;
- + Identify hazards and potential risks on their journey to and from school and list what they need to do to keep themselves safe.



### Vocabulary

Risk, sneaky driveway, signalised crossing, pedestrian crossing (road), pedestrian level crossing (rail), rail track barriers, high-vis (high visibility), distracted, eye contact, hazard, blind spot, intersection

# Lesson Plan 3

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### Learning Activities

1. Find a large clear space. Provide the class with the jigsaw puzzle and the red and blue flags (12 of each and stands). Ask students to work together to complete the busy road scene side shown in **Activity Sheet 3.1 – Identify the risks**. Then as a class, study the whole scene and identify the 12 risky behaviours. Place a RED flag on each one. Discuss the risks caused by these behaviours, ask students; What risks do you see? What are these boys and girls at risk of? What could happen?
2. They then choose the correct safety message (BLUE flag) for each case. Discuss and decide together on the best safety message that would reduce the risks in each case.
3. Give each student **Activity Sheet 3.2 – Managing risks to stay safe**. Students work independently to carry out the first two tasks:

**Task 1** – Choose the best safety message for each of the 12 risky behaviours – this time on the activity sheet.

**Task 2** – Answer a series of safety questions.

**Task 3** – To prepare students for this task, read the following to them and discuss:

#### What is a hazard?

A hazard is any object or situation that could be dangerous. Hazards include:

- + Sneaky driveways
- + Intersections
- + Curves or bends in the road

Students then complete the task, they think about their own journey to and from school, any hazards and potential risks they may face. They write out the safety messages that will reduce the risks and keep them safe.

Acknowledge that some students may have different journeys or modes of travel in the morning and afternoon. Also, some students may have different travel arrangements each week e.g. as members of two-household families with different custody arrangements.

### Note

If your school does not have access to the jigsaw puzzle, provide students with **Activity sheet 3.1 – Identify the risks** (illustration from the puzzle). Ask them to work together in small groups to identify all 12 risky behaviours and to circle them in red. Ask students to discuss the risks and to choose the best safety message to reduce the risks in each case. The safety messages are on **Activity sheet 3.2 – Managing risks to stay safe**.



### Extra activity

- + Students draw a map of their personal journey to school;
- + They draw a red flag where there is a hazard, such as a sneaky driveway, and any potential risk to their safety;
- + They then label each flag with the safety message that will reduce the risk and keep them safe.



### Extra activity – rural schools



If you are a rural school, go to the [Ready Steady Go! homepage](#) for our Travel Ninja videos which are fun and full of tips for students travelling to rural schools.

[The walking ninjas](#)

[The truck ninjas](#)

[The car park ninjas](#)

[The bus safety ninjas](#)

# Lesson Plan 3

## Answers

### Activity Sheet 3.2 – Managing risks to stay safe

#### Task 1

Below are the 12 risky behaviours to be identified on the completed jigsaw puzzle, and the corresponding safety messages. They are also the answers for task 1 on **Activity sheet 3.1 – Managing risks to stay safe**.

Risky behaviour (red flag)	Safety message (blue flag)
A cyclist is riding their bike without a helmet.	Always wear a helmet when cycling or scootering and make sure it is correctly fitted.
A boy is distracted with his football whilst crossing a sneaky driveway.	Stop, Look, Listen before crossing a driveway. Stay alert.
A cyclist is passing on the left side of a truck, where the driver can't see them.	Never cycle on the left side of a large vehicle like a truck or bus. This is the driver's blind spot and they can't see you.
A student walks out in front of the bus to cross the road.	Always wait for the bus to leave before crossing the road. Stop, Look, Listen and stay alert.
A boy is scootering across a school car park.	Walk your bike or scooter in car parks. Car parks can be busy and dangerous. Stop, Look, Listen for moving cars and watch for reversing lights.
A student is getting into a car from the road side of the car.	Always get into a car or vehicle from the footpath side.
A girl runs onto a pedestrian crossing without waiting for cars to stop.	Stop, Look, Listen before crossing a road. At a pedestrian crossing wait until cars come to a complete stop and then make eye contact with the driver so they know you are about to cross.
A boy is crossing train tracks with earphones on and looking at his phone.	Stay alert when crossing railway tracks. Trains move very fast. You can't hear them until it's too late. Only cross at the barriers or level crossing when the lights and bells have stopped. Look both ways; trains can come from either direction.
Students in a crowded group at a bus stop, overhanging the road.	At the bus stop, wait as far back from the road as possible and stay alert.
A cyclist is riding his bike on a road in dark clothing.	Be bright and be seen. Wear bright coloured clothes or a high-vis vest when cycling so that drivers can see you.
A girl is crossing the road near a corner to join her mother who is waving to her.	Always have a good line of sight when crossing the road and don't cross near corners. Most pedestrian injuries happen when people cross the road.
Students walking on a signalised crossing when the red man is lit.	Only cross when you see that the green man is lit and always check that the traffic has stopped before you cross.

# Lesson Plan 3

## Answers

### Activity Sheet 3.2 – Managing risks to stay safe

#### Task 2

1. When walking your bike or scooter through a car park, what do you need to look out for?  
**Moving cars and reversing lights.**
2. When you cross a road at a signalised crossing, you must only ever cross when you see that the **green** man is lit.
3. When crossing a railway track you must stay alert. Only cross at the barrier or level crossing when the lights and bells have **stopped**. Look both **ways**; trains can come from either direction.
4. What should you do before you cross the road at a pedestrian crossing?  
**Stop, Look, Listen before crossing a road. Wait until cars come to a complete stop and then make eye contact with the driver so they know you are about to cross.**
5. What correctly fitted item should you always wear to protect your brain when you are scootering or cycling?  
**A helmet.**
6. When you get off a bus, what should you always do before crossing the road?  
**Always wait for the bus to leave, then Stop, Look, Listen before crossing the road.**