

TIE and ROAD SAFETY

Before and After Activities to Support TIE Visits



THINK
Road Safety

Produced with the support of
The Department for Transport

CONTENTS

• Introduction	02
• Why Teach Road Safety?	03
• Lessons for Life	04
• Key Stage 1 – Before the Performance	06
• Key Stage 1 – After the Performance	09
• Key Stage 2 7-9 years – Before the Performance	11
• Key Stage 2 7-9 years – After the Performance	14
• Key Stage 2 9-11 years – Before the Performance	16
• Key Stage 2 9-11 years – After the Performance	18
• Key Stages 3/4	20
• Key Stages 3/4 – Before the Performance	21
• Key Stages 3/4 – After the Performance	22
• Key Stages 3/4 – Across the Curriculum	23
• Key Stage 4 – Back to the Future	24
• Worksheet 1 – Exploring Feelings of Personal Safety	25
• Worksheet 2 – KS1 –Emergency Numbers	26
• Worksheet 3 – KS2 –Journey to School	27
• Worksheet 4 – KS3/4 – What happened to Tom?	28
• Worksheet 5 – KS3/4 – Test Your Knowledge	29
• Answers to Worksheet 5	31
• Worksheet 6 – KS3/4 – Super Highway Safety	33
• Worksheet 7 – KS3/4 – Ready Steady Think	34
• Worksheet 8 – KS3/4 – Improvise Improvise	36
• Worksheet 9 – KS3/4 – Who Killed Cock Robin?	37
• Worksheet 10 – KS3/4 – Brief Lives (completion)	38
• Worksheet 11 – KS3/4 – Brief Lives (blank)	39
• Worksheet 12 – The Green Cross Code	40

Theatre-in-Education Resource Book

This Theatre-in-Education Resource Book has been designed to support teachers and other professionals in preparing for and following up visits by Theatre-in-Education (TIE) Companies performing on the subject of road safety. It is intended that the resource will facilitate the incorporation of road safety as an important element in schemes of work, with a range of learning activities. This will enhance the impact of the production and avoid the possibility of regarding the visit as a one-off event, with the resultant loss of valuable teaching and learning opportunities.

The resource contains:

- An introduction to Theatre-in-Education
- Background information on the incidence of child road accidents
- An explanation of RISK and its relevance to the outcomes of Every Child Matters
- Pre and post performance activities for each Key Stage.

The suggested activities have been designed to allow and promote an exploratory approach to road safety. Children must, of course, be taught the principles and rules of keeping safe whilst out and about, but it is only in the correct application of this knowledge in real life or, where that is not possible or practicable, approximate situations that true learning can be assessed.

Children are encouraged to use their existing knowledge and skills whilst actively engaged in real or simulated road safety tasks. A multi-sensory approach is used in recognition of variations in age, ability, and learning style.

The resource is linked to the National Curriculum for England and can be related to a wide range of other educational curricula.

INTRODUCTION

Theatre-in-Education

What

Theatre-in-Education (TIE) is a drama production involving performance and active audience participation, frequently in the form of interactive workshops. TIE is a powerful teaching and learning tool for imparting factual knowledge, whilst allowing exploration of sensitive issues. This resource has been designed to support TIE projects on **Road Safety**.

Who

TIE is most effective when used in partnership with interested bodies and individuals, e.g. Road Safety Officers, School Travel Plan Co-ordinators, Travelwise Officers, Safer Routes to School Officers as well as teachers, parents and carers. A partnership could also include other participating schools.

When

The resource pack contains ideas and suggestions for **pre** and **post** performance activities. There are dedicated sections for each of the key stages referenced to the National Curriculum for England, but the activities are applicable to a wider range of educational curricula.

Where

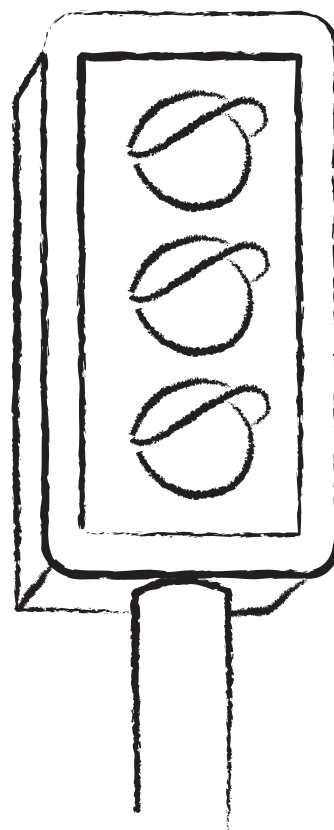
The activities can be carried out in a classroom, a school hall, or on the school grounds. Some activities involve going off-site to observe and consider road safety issues particular to the local environment.

Why

Why engage a TIE company?

TIE

- **makes** road safety education fun whilst communicating powerful messages on keeping safe whilst out and about
- **engages** young people in exploring characters in context and important motivational issues
- **offers** a safe environment for risk taking and testing for consequences
- **provides** young people with the opportunity to think beyond the physical and engage with the emotional aspects of road safety.



Background Information

Child Road Accidents Great Britain 2005

(Department for Transport, Transport Statistics Bulletin, Road Casualties in Great Britain, Main Results 2005).

Killed: 83

Seriously Injured: 2,578

Slightly Injured: 24,654

Causes of Accidents

Most road accidents have several causes, but there are three main factors:

- Human
- Environmental
- Mechanical.

Human behaviour is a factor in 95% of all accidents. The environment is a factor in approximately 28% of road accidents. Mechanical reasons are found in only about 8.5% of road accidents.

Most accidents happen:

- In built up areas
- In daylight
- From 7-9am and 3-6pm.

Why teach Road Safety?

- **Accidents** are the main cause of death and disability for children in the UK
- **Road accidents** are the leading cause of accidental injury amongst children and young people every year
- Every year more than **2,000 children** are **killed** or **seriously injured** while walking and cycling, often close to their homes
- **Child pedestrian casualties** peak at about the age of 12; **child cyclist casualties** peak at about the age of 14.

Effective Road Safety Education is **NOT** just about learning rules.

Knowledge must be accompanied by **understanding**.

Children and Young People must:

KNOW

- The rules governing safe use of the roads
- How to identify hazards
- How to assess and manage risk.

UNDERSTAND

- Influences affecting attitudes and behaviour (e.g. peer pressure, stress, media representations)
- The need for personal and social skills (e.g. assertiveness in responding to events and emergencies)
- The influence of emotions on behaviour
- The meaning of being morally and socially responsible
- The role of professionals concerned with road safety.

Lessons for Life

I hear and I forget. I see and I remember. I do and I understand.

The Theatre-in-Education experience uses a multi-sensory approach to convey powerful messages around issues of road safety. The children are drawn in through memorable words, music, strong characterisation and visual imagery and an interactive presentation.

Children learn best when they are actively engaged. True learning takes place when skills learned in one situation are successfully transferred to a different situation with similar but not identical conditions.

One would never dream of teaching a child to swim by talking about the rules of water safety, demonstrating a few different strokes and then sending him/her off to negotiate a body of water unsupervised. Active learning begins in the water.

Road Safety in the classroom is just that – a classroom lesson.

Road safety in the road is a lesson for and from life.

RISK – A Risky Business

The Government document *Every Child Matters* identifies five outcomes as being the most important ambitions for children and young people, regardless of background or circumstances.

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being.

Since September 2005, Ofsted has expected schools to demonstrate how they contribute to the realisation of these outcomes. None of these, however, is achievable without the ability to identify and manage **risk** in everyday life.

What do we mean by risk?

Risk can be defined as the chance that exposure to a hazard will result in harm at some specified level. Risks can range from high probability events with low level consequences to the converse.

Learning by its nature requires risk taking. Normal human development from infancy to adulthood would never occur without the taking of risks. This involves experiencing the consequences of choices made, both success and failure and the adjustment of behaviour to enable further development.

Studies have shown that young children associate risk with consequences that are extreme or improbable, for example, falling into shark infested waters! Older children think of risk as the probability of coming into conflict with figures of authority, e.g. getting caught whilst truanting.

How do we teach young people to think sensibly and realistically about risk, risk assessment and risk taking?

The aim is not to create a risk-free world. That would be neither desirable nor possible. Rather, those involved in the education of children should seek to develop within the child a sensible attitude towards risk, an acceptance of risk as part of everyday life and an understanding of the difference between acceptable and unacceptable levels of risk.

Apart from ensuring that children and young people know the rules and best advice on keeping safe with regard to themselves and others, teachers and other educators should seek ways of formally incorporating the teaching of risk and risk assessment into their overall practice. The following are some ideas for lessons on risk and risk taking for both younger and older children.

- Involve the children in planning a lesson that requires the use of hazardous objects: e.g. an iron, scissors, glue guns, tools, candles
- Encourage parents/carers to involve their children when planning journeys or holidays
- Involve the children in carrying out a risk assessment of the classroom, playground or entire school
- Plan a day out, a walk or minibus or bus journey
- Investigate a recent accident at the school or on a school journey. (Caution: Be aware of and sensitive to the fact that one or more of the children could have been affected by the accident)
- 'What if?' scenarios
- Case studies
- Sketches
- Activities that do not always focus on the 'right' answer, but that encourage young people to engage in discussions about numerous approaches – and potential solutions – to a problem.

KEY STAGE 1

BEFORE THE PERFORMANCE

Drama Activity

Read a Story

Use a familiar story about going on a journey.

Consider:

- Three Billy Goats Gruff
- Little Red Riding Hood
- Peter and the Wolf
- Going on a Bear Hunt
- The Gingerbread Man
- Preston Pig stories
- Hansel and Gretel.

As the story unfolds, ask the children how they think the main character/s are feeling and why, e.g. safe/unsafe, scared, worried, anxious, nervous, upset, happy and secure, protected, etc.

Use the story as a basis for acting out a real life journey the children might take.

Some Ideas to Start

- **Little Red Riding Hood** – Journeys to visit grandparents and other relatives, on foot, in the car, on the bus/train
- **Three Billy Goats Gruff** – Journeys to the park, playground, involving hazards met when crossing busy roads (the troll's bridge)
- **The Gingerbread Man** – Running across roads, taking short cuts, becoming distracted, having a game of chase near the roads
- **Going on a Bear Hunt** – Substitute modern road and traffic conditions for the long grass, deep mud, dark forest, etc. This story lends itself particularly well to being out and about in different weather conditions and different times of day.

Outcomes

Children will: explore feelings of personal safety, dramatise a variety of road safety scenarios, understand that safety is related to maturity, speak spontaneously about issues of road safety, begin to use the language of Risk.

Propping it Up

Keep a bag of everyday objects to hand. The children will use these imaginatively in their role play.

Suggested items to have on hand:

- mirror (for practising facial expressions or any use whatsoever)
- lengths of fabric in different colours, essentially white, black, green (can be anything from a snowstorm to a dark night to a zebra crossing to long grass)
- wicker or straw basket or satchel
- mobile phone, MP3 player,
- small hoop (game, steering wheel)
- ball
- selection of hats (cap, hood, bowler, beret, hair band, ribbons), scarves, gloves, sunglasses, wellies – for character depiction, weather, time of day, etc.
- different coloured card or paper (can be cut to represent traffic lights)
- three chairs (can be front and rear car seats, parked cars, etc.)
- torch
- bell
- fake fur, feathers (animals, birds)
- belts (seat belts)
- jar of bubbles
- hand puppets.

KEY STAGE 1

MORE ACTIVITIES BEFORE THE PERFORMANCE

Draw and Write

Recall with the children, scenes they acted out in the previous activity. Give them an opportunity to draw and write about one or more of these.

Explore Feelings of Personal Safety

Prepare a selection of objects and/or pictures of objects likely to arouse feelings of safety or aversion. (*Worksheet 1 – Explore Feelings of Personal Safety*). Pictures can be cut out and laminated for additional use in displays, games, etc.

Suggested objects/pictures to include:

Objects: Teddy, cuddly toy, small toys, baby's rattle, crayons, scissors (ordinary and safety), penknife, key.

Pictures: Razor, kitchen knife, broken glass, gun, hot iron, peanuts, kettle, hot saucepan, split flex, electric socket, traffic lights, green crossing man, red man, school crossing patrol, policeman, fire, mum/dad holding child's hand, baby, children's story book, glass jar.

Place selection of objects and/or pictures on a tray and cover with a tea towel or other cloth. Tell the children they are going to see things that can make them feel safe and happy or maybe a little scared. Let one child uncover and allow children to react.

Talk time: Ask the children to consider: What object is safe to give to a baby? To a small child? What objects are only for grown ups?

Introduce language of risk: What is the risk in letting babies and small children play with marbles, scissors, etc? What might happen if...?

Make a display or safety book: Ask children to choose pictures/objects that make them feel safe whilst out and about. Use these to make a display or personal safety book. Let children colour in road safety pictures, annotating according to age and ability. (A wide selection of these are free and printable from several of the websites listed overleaf).

KEY STAGE 1

BEFORE AND/OR AFTER THE PERFORMANCE

Visit the following interactive road safety websites.

www.hedgehogs.gov.uk

For children: an attractive and engaging site for young children.

www.dingding.org.uk

For children: online and printable activities on bus safety.

For teachers: lesson ideas for Key Stages 1,2,3.

www.stars.sandwell.gov.uk

For children: Just4Kids area with stories, useful links, free printable colouring road safety sheets.

For teachers: cross-curricular ideas for key stages 1-4, topic webs.

www.bmweducation.co.uk

Separate interactive pages for teachers, parents and students; wet play pack with a road safety theme downloadable and printable from teachers' section.

www.trafficclub.org

For children: interactive activities.

For teachers and other professionals: information and promotional materials available for purchase.

KEY STAGE 1 AFTER THE PERFORMANCE

Drama Activities

Dramatise Stop Look Listen and Think

Resources: Wrist bands for left and right, cut-outs of green and red man, low bench, large button taped to card, CD/cassette player, traffic sounds CD/cassette (available from RoSPA), torch, red, yellow and green cellophane to cover torch as traffic lights.

Activity: Use a low bench from PE store or hall as the kerb. In groups of 3 or 4, children act out safe and unsafe behaviour crossing the road. They can stand on the bench and imagine they are by side of the road. They wear wrist bands labelled 'Left' and 'Right'. Check children are looking up and down the road in the correct sequence. They can act out stopping, pressing the button, waiting, watching the traffic lights, identifying red and green men, listening for traffic, etc. Let them demonstrate both safe and unsafe ways of crossing a road.

Role-play: Getting lost whilst out and about

Discuss with the children and role-play when appropriate:

- ways to avoid getting lost
- who to approach if it happens
- ability to relate name, address and telephone numbers
- strangers – who is a stranger?

Role-play: Essential telephone numbers/dialling

Worksheet 2: Help the children to complete the worksheet. Practise dialling 999 on an unplugged or play phone. Teacher or adult to take the role of operator and ask the child to give information that would be required in an emergency.

KEY STAGE 1

OTHER ACTIVITIES AFTER THE PERFORMANCE

Activity Songs and Games

Songs:

- 'Wheels on the Bus'
- 'Hokey Cokey', 'Cha Cha Slide': to develop awareness of right and left sides of the body
- Change words to 'Here We Go Round the Mulberry Bush' as children act out safe practice.

For example:

This is the way we:

- cross the road
- stop and wait
- push the button
- wear our helmet

Games:

Traffic Lights, Red Light/Green Light, Simon Says, Grandmother's Footsteps.

Explore Features of Local Neighbourhood

With the children, plan a short walk on the roads close to the school. Discuss what they think they will see: traffic, traffic lights, pedestrians, shops, buildings, houses, etc.

Record what the children say. (*Worksheet 3 – Journey to School* can be used to help children recall road scenes.)

Discuss with the children what they think they will have to do to stay safe: walk with a partner in lines of two's, know who is looking after them, listen to people in charge, keep well away from the kerb, stop and wait for an adult before crossing the road etc. List as a set of rules or things to remember.

Take digital photographs en-route. Use these to make displays, worksheets, class book, etc.

Make a Danger Book

Ask the children to draw pictures of dangerous situations on the road. Let the children talk and write about their pictures before combining them into a Danger Book.

If an interactive white board is available, the children's drawings can be scanned into the computer and used for vocabulary and sentence development. The finished pages can then be printed and combined into a class book.

KEY STAGE 2 7-9 YEARS

BEFORE THE PERFORMANCE

Before the Performance

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

What did you see on the way to school?

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

- Distribute a copy of the worksheet to each child. Ask the children to identify the pictures. After a few minutes discussion, ask them to circle or tick anything they normally see on their way to school. Ask children for feedback on their recording. Does anyone see anything different on the way to school? Anything unusual today?
- Identify pictures of people or things that keep us safe. Cut these out and make a collage or poster. Annotate with children's own words.

Stopping on a Sixpence – measuring travelling distances

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

Outcomes

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

- Discuss speed and stopping times and distances with the children.
- Let them experiment for a short time sending the vehicles off at differing speeds.
- Conduct a controlled situation in which the children measure the distance travelled by vehicles sent off at different speeds.
- Place toy figures in the path of vehicles. Note results when collision occurs.
- Discuss implications and pedestrians for drivers needing to stop or slow down suddenly.

Colours

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

KEY STAGE 2 7-9 YEARS

BEFORE THE PERFORMANCE

More Activities Before the Performance

Built Environment

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

Emergency Measures

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

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

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

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

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

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

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

Games

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

e.g. First child says, "I'm going to the shop and I will tell my mum."

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

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

Play Red Light/Green Light

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

For example:

*There was a young lady called Clare,
Who was always up for a dare,
Her mates shouted chicken,
Clare crossed without lookin',
Good job that lorry took care.*

KEY STAGE 2 7-9 YEARS

BEFORE AND/OR AFTER THE PERFORMANCE

Websites to visit

www.dft.gov.uk/think

www.dft.gov.uk/think/arrivealive

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

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

www.crucial-crew.org

For children: interactive games and activities.

For teachers: free printable resources.

www.dingding.org.uk

For children: online and printable activities on bus safety.

For teachers: lesson ideas for Key Stages 1,2,3.

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

For children: online games and competitions.

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

www.stars.sandwell.gov.uk

For children: Just4Kids area with stories, useful links, free printable colouring road safety sheets.

For teachers: cross-curricular ideas for key stages 1-4, topic webs.

www.bmweducation.co.uk/safe

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

www.redcross.org.uk/education

For teachers: printable resources including ideas and a script for an assembly on administering first aid to an accident victim.

KEY STAGE 2 7-9 YEARS

AFTER THE PERFORMANCE

Outcomes

Children will: dramatise the Green Cross Code, role-play different road safety scenarios, develop problem-solving skills, use expressive language and extend drawing skills.

Drama Activities

Dramatise Safe Road Crossing using Green Cross Code

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

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

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

Role-play the Route to School

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

For example:

On the way he meets a:

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

KEY STAGE 2 7-9 YEARS

AFTER THE PERFORMANCE

Problem Solving

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

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

KEY STAGE 2 9-11 YEARS BEFORE THE PERFORMANCE

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

Outcomes

Children will: experience a visit from an appropriate external organisation, dramatise an imaginary road accident, use creative writing and drawing skills, plan and participate in an exploration of the local environment.

Drama Activities

An Accident on the way to School

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

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

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

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

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

Take a Walk

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

Plan with the children:

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

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

KEY STAGE 2 9-11 YEARS

BEFORE THE PERFORMANCE

Appoint a JRSO – a Junior Road Safety Officer for the school or class.
Visit www.jrso.com for help and information.

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

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

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

Make a Danger Book.

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

Game:

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

e.g. First child says, "I'm going to the shop and I will tell my mum."

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

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

KEY STAGE 2 9-11 YEARS

AFTER THE PERFORMANCE

Outcomes

Children will: participate in a range of drama activities that will help to develop skills across the curriculum, offer and receive peer review.

Drama Techniques

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

Hot Seat

Recommended group size: six.

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

In the Hot Seat

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

Interviewers could:

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

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

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

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

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

KEY STAGE 2 9-11 YEARS

AFTER THE PERFORMANCE

Freeze

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

Suggested Scenarios

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

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

Propping it Up

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

Suggested items to have on hand:

- mirror (for practising facial expressions or any use whatsoever)
- lengths of fabric in different colours, essentially white, black, green (can be anything from a snowstorm to a dark night to a zebra crossing to long grass)
- wicker or straw basket or satchel
- mobile phone, MP3 player,
- small hoop (game, steering wheel)
- ball
- selection of hats (cap, hood, bowler, beret, hair band, ribbons), scarves, gloves, sunglasses, wellies – for character depiction, weather, time of day etc.
- different coloured card or paper (can be cut to represent traffic lights)
- three chairs (can be front and rear car seats, parked cars, etc.)
- torch
- bell
- fake fur, feathers (animals, birds)
- belts (seat belts)
- jar of bubbles
- hand puppets.

KEY STAGES 3/4

As children grow and mature, they need to be able to walk, cycle and conduct their lives safely without supervision. They also need to learn to be safe passengers in vehicles and, eventually, to be safe drivers.

Key Stages 3 and 4 are critical periods for raising awareness of personal safety and teaching risks and responsibilities relevant to independent mobility.

At these stages, the content of any road safety programme should be founded on what pupils already know, extending and enhancing existing knowledge. Preaching should be avoided. Pupils should be encouraged to explore aspects of safe living, identify problems, and discover their own solutions.

Two Important Reasons for Teaching Road Safety at Key Stages 3 and 4:

- The older children get, the more likely they are to die on the roads. **Deaths and injuries of children on foot and bicycles peak around the age of 12 in the UK.**
- **Traffic** is the **one of the biggest killers** of 12-16 year olds in the UK.

KEY STAGES 3/4

BEFORE THE PERFORMANCE

Test your Knowledge

(Worksheet 5): **Challenge** pupils' knowledge and ideas about personal and road safety by asking them to consider whether or not the statements are true. This should generate discussion of a range of issues. The statements could be cut out and distributed to small groups of students for discussion and response. Alternatively, the worksheet could be used as a true/false exercise to be completed individually, in pairs or in small groups. There is also a multiple choice section. An answer page is included with references to websites for further investigation.

Outcomes

Children will: discuss a range of issues related to road safety, experience a visit from a relevant external agency or professional, explore a number of road safety websites, advance reasons for accidents and suggest ways of prevention, present ideas on communicating road safety information to young people.

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

Super Highway Safety

(Worksheet 6): Encourage pupils to explore the road safety websites on the worksheet. Have them find and record a different fact or piece of information from each. Ask them to rate the website for appeal to young people.

Ready Steady Think

(Worksheet 7): Encourage students to think about some of the likely causes of accidents and to suggest ways of preventing them.

Go to the **Think Media Centre** page at www.dft.gov.uk/think and view some of the campaign adverts. There is a page specifically for teenagers that they might like to visit.

Do they think these campaign materials will help to stop young people getting killed or injured in road accidents? Encourage peer discussion.

Have Your Say

What would you and your friends do to raise awareness about road safety amongst young people of your age?

KEY STAGES 3/4

AFTER THE PERFORMANCE

Drama: Unscripted

Write a rap about personal/road safety, e.g. talking on mobile phone/listening to MP3 player whilst crossing the road, stepping onto zebra crossing without looking, chatting with a friend, driving over the speed limit, drink driving.

Compose an oral account of an accident. Students sit in a circle or around a table in small groups. Speaking in turn, they devise a fictional account of an accident. Each member of the group is limited to three key words on any one turn. Record finished account for extension work and as evidence.

Improvisation

(Worksheet 8): Several road accidents are described on this worksheet. Encourage students to choose one or two and improvise a series of events and circumstances leading up to the accident.

Extension: Devise scenes where the clock has been turned back so the accident was avoided.

Drama: Scripted

Brief Lives – Short Dramatic Pieces

N.B. Before embarking on this activity, teachers and group leaders must be sensitive to how members of the group will be affected. For a variety of reasons, some may find the scenario or the issues raised very distressing. In such cases, leaders should use discretion and professional judgement in determining how to proceed. For example, the scenario could be changed to a less extreme situation.

Outcomes

Children will: use language skills to express issues of road safety, improvise a range of road accident scenarios focusing on cause and effect, role-play different people affected by road accidents, choose from a range of cross-curricular activities to produce a variety of work related to road safety.

- **Read** *Who Killed Cock Robin*. (Worksheet 9)
- **Explain** that they will be using this as a model for their own poem
- **Discuss** the characters in the theatre-in-education performance and how each contributed to the overall structure of the play. List on whiteboard or other board
- **Who else** apart from characters in the play could have been affected by the events of a road accident? List
- **Assign** a character to individual members of the class or group. Ask them to write three feelings they think that character would have experienced
- **Replace** speakers in the rhyme 'Who Killed Cock Robin' with each character. Ask each one to rewrite respective lines of the poem. Allow free verse where necessary. (See Worksheet 10 – *Brief Lives Completion* for completing poem.)

As an example:

*Who killed the child?
I said the man,
In my speeding van,
I killed the child.*

*Who saw him die?
I said the passerby,
I saw him die.*

*Who heard him cry?
I said his mother,
Though I was some place other,
I heard him cry.*

- **Repeat** for a range of different road accident situations in which the brief life of a young person was cut short or damaged. (Worksheet 11 – *Brief Lives Blank*)
- **Perform** the finished results as a series of short dramatic sketches.

KEY STAGES 3/4

ACROSS THE CURRICULUM

English

Search newspapers and news websites for stories about recent road accidents. Write a brief account of the story for a radio broadcast. Record the story, keeping in mind the target audience and use of the voice in delivery. Play back to the class group for constructive feedback.

Design a wordsearch for younger children using key vocabulary related to personal safety, road safety, emergency services, cycle safety, etc.

Creative Writing: Finish the Story – Give students the first line of an account of a road accident. Students use their knowledge and imagination to complete the account, using a storyboard if desired.

Test Your Vocabulary – Look up the following words frequently used in connection with road and personal safety. Use each of the words in a sentence related to these areas.

vulnerable, culpable, invincible, probability, manslaughter, visibility,
conspicuous, distraction, consequence, observant

Art and Design

Design posters, leaflets, beer mats, stickers, etc. that could be used in road safety publicity campaigns.

ICT

Use computer programmes or specialised software to make a game for younger pupils, e.g. concentration, bingo, jigsaws, board games, etc.

Science

Invite a local ambulance service or the Red Cross to conduct a workshop on First Aid.

KEY STAGE 4 – BACK TO THE FUTURE

Extension Ideas

Dragons' Den – Develop a prototype of a brand new vehicle or mode of transport, completely safe and reliable, energy efficient, inexpensive, and environmentally friendly. Using the model of the television programme, present the idea to a panel of prospective financial backers.

Investigate new ideas in fuel alternatives, vehicle design and construction, safety features and sustainability.

Write a television/radio advert warning against drink driving, the dangers of cycling without a helmet, speed (stopping distances), etc. Write out the script. Perform the advert and record on video for feedback and to keep as evidence.

Write a rap or poem on good road manners/road rage, drivers, pedestrians, types of cars, speed, etc.

Write and perform adverts promoting the use of safe alternatives, e.g. using public transport, cycling, and walking.

Work out the safest and most energy saving route to a specified destination from a range of alternatives.

Mobile phone messages – Write slogans or catchy messages on road safety that can be sent as sms to young people.

Identify roads in local areas students consider dangerous. What would they like to see done to make these safe?

Get involved with community services, e.g. The British Red Cross.

www.redcross.org.uk

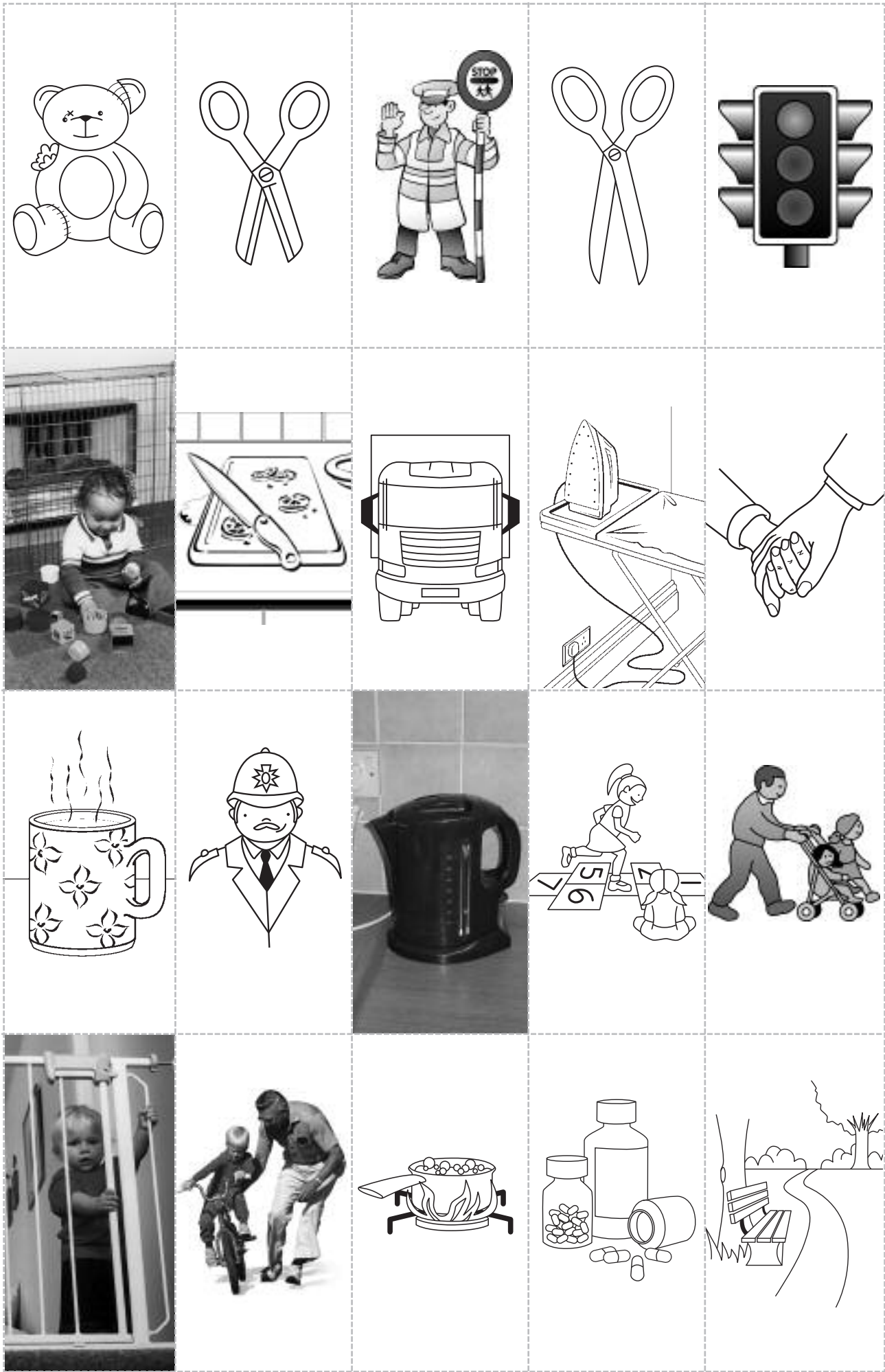
Explore Issues of:

- Bereavement
- Post Traumatic Stress Disorder
- Disfigurement
- Head Injury: www.headway.org.uk

Ideas for debate:

- All new drivers should be compelled to continue having driving lessons for one year after they have passed their test
- The wearing of cycle helmets should be mandatory
- Random breath tests are a violation of privacy
- All drivers must have a yearly eye test.

WORKSHEET 1 - EXPLORING FEELINGS OF PERSONAL SAFETY

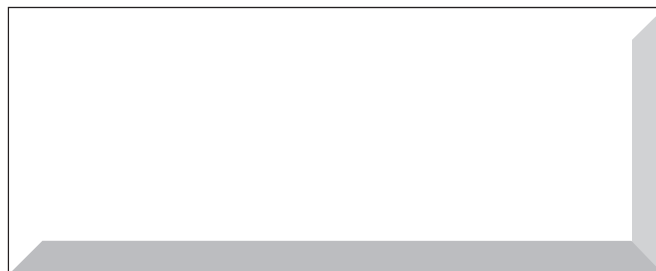


TELEPHONE NUMBERS I NEED TO KNOW

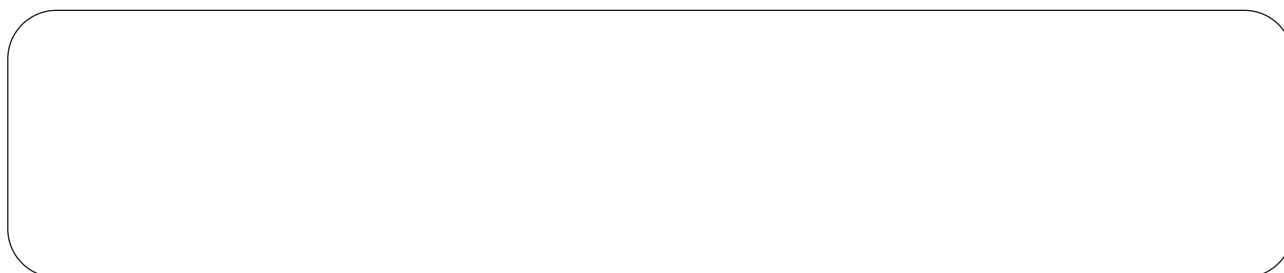
Emergency Services

Write the number to dial in the box

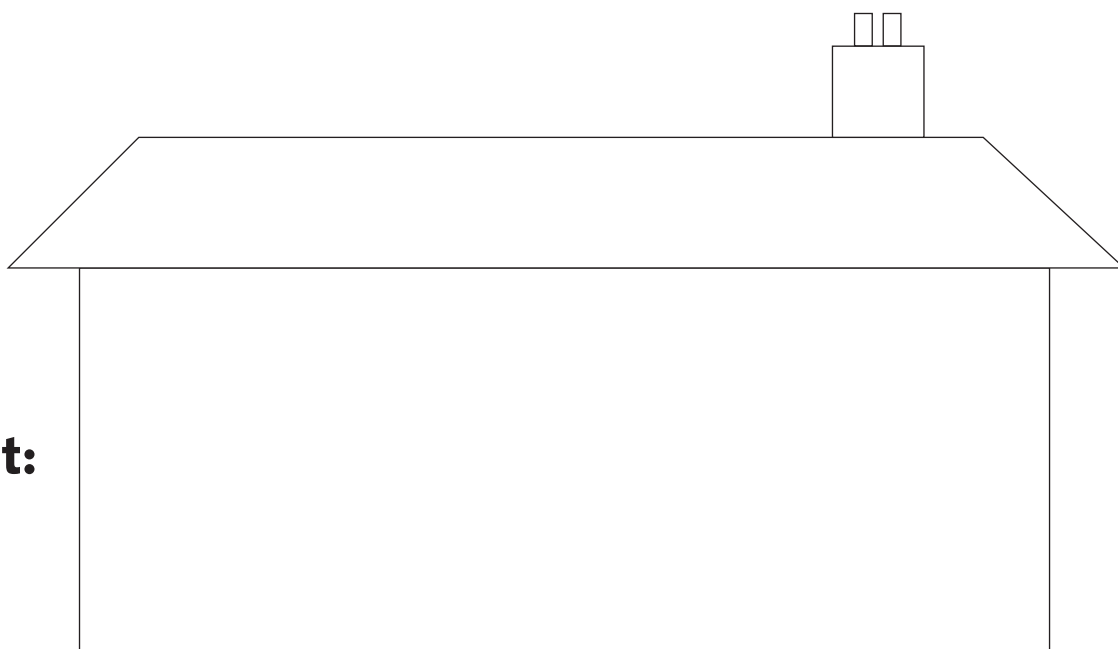
Fire →
Police →
Ambulance →

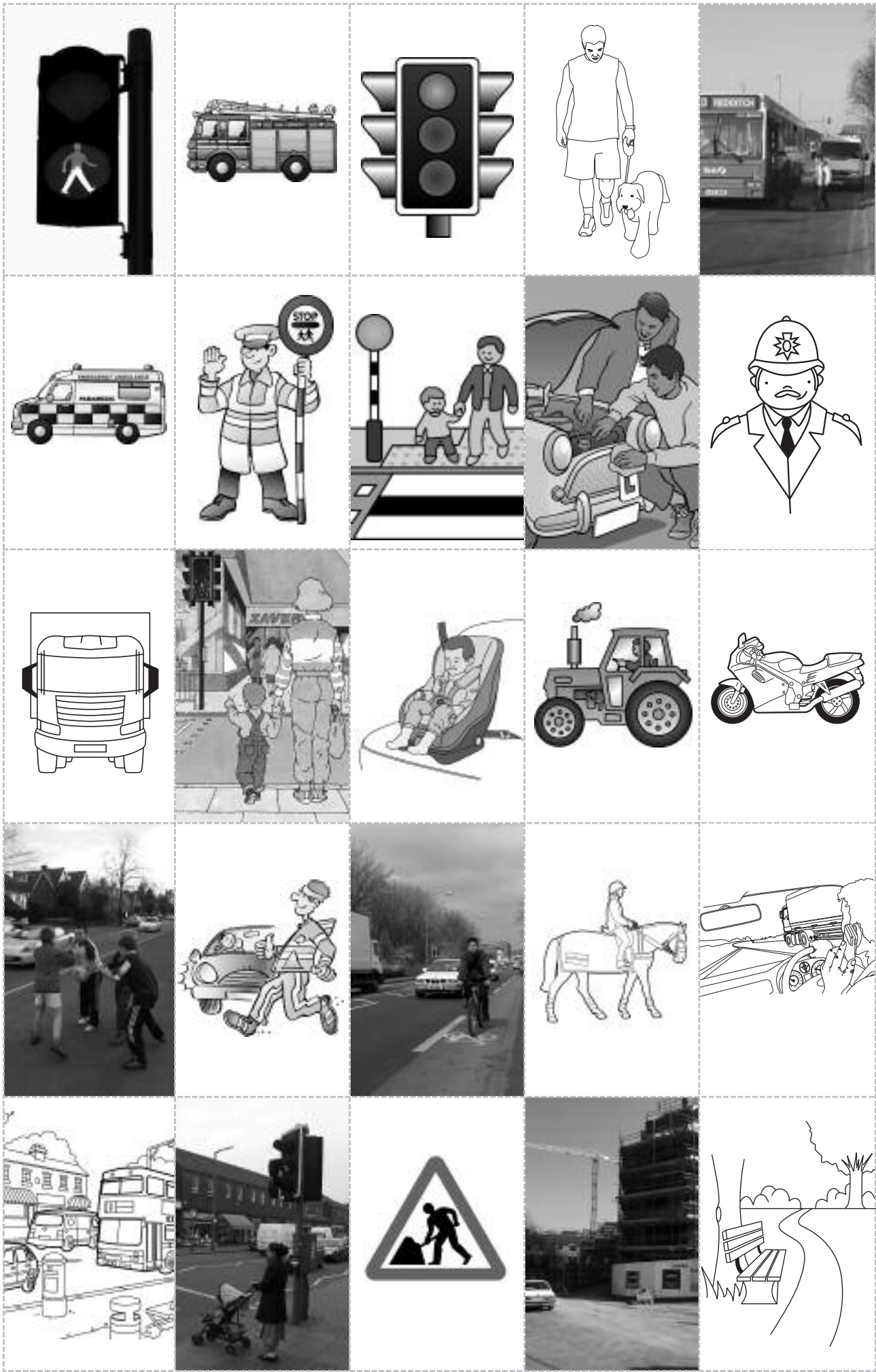


My telephone number is:



I live at:





What happened to Tom? He was involved in a road accident. What do you think happened to him? How could the accident have been avoided?

Write your story here.



Test Your

1. Traffic is the biggest single cause of accidental death for 12-16 year olds in the UK.

2. You are more likely to die in a plane crash than a road accident.

3. Girls are more likely to be killed or hurt on the roads than boys.

4. Death and injuries of children on foot and on bicycles are most common in the early years of primary school.

5. Children from deprived backgrounds are more likely to die in road accidents than children from better off backgrounds.

6. Road Safety is for babies.

7. Most road accidents occur because of mechanical failure.

8. Between 1885, when the first petrol car appeared, and 1894, the law said that a man carrying a red flag must walk in front of a moving car.

9. It is always safe to drive when taking medicines as long as they were bought over the counter.

10. A child is just as likely to be killed when hit by a car travelling at 30mph as at 35mph.

Multiple Choice

1. If a pedestrian is hit by a car travelling at 40 mph, what are the chances he/she will die?

- a. two in ten
- b. five in ten
- c. nine in ten

2. How do the number of motorcycle deaths compare with the number of car driver deaths?

- a. forty times greater
- b. ten times greater
- c. ten times less

3. Drugs affect driving performance by:

- a. impairing co-ordination
- b. reducing ability to judge distances and speed
- c. distorting visual perception
- d. all of the above

4. Where do most speed-related deaths and injuries occur?

- a. on motorways
- b. on roads where speed limit is 30 mph or less
- c. on slippery roads

5. Falling asleep at the wheel is a major cause of accidents on long journeys. Which of the following drivers is most likely to fall asleep while driving?

- a. tired young mothers
- b. people over the age of 60
- c. men aged 30 and under

6. The best advice on drinking and driving is:

- a. drink only wine
- b. drink only beer
- c. never drink and drive

7. Most accidents happen:

- a. after dark
- b. in bad weather
- c. in daylight

8. Most accidents happen:

- a. in built-up areas
- b. on lonely country roads
- c. on motorways

9. What are two things you should do when cycling?

- a. wear school uniform
- b. wear a cycle helmet
- c. wear visible clothing

10. When riding in a car you must wear your seat belt:

- a. only when the car is travelling fast
- b. only when the journey is longer than ten miles
- c. at all times

ANSWERS AND FURTHER INFORMATION

1. True**2. False**

Recent studies estimate that the probability of dying in a plane crash is 1 in 11 million, whereas the probability of dying in a car crash is 1 in 5,000.

www.childanxiety.net/News1.htm

“It’s almost 30 times safer to fly in an airplane than to ride in a car, the U.S. Federal Aviation Administration says. A fully loaded 727 would have to crash every day of the year to equal the number of automobile fatalities in that period. And, according to one university professor, you would have to fly once a day for some 26,000 years before your dying in a plane crash could be considered a statistical probability.”

www.worldroom.com/pages/health/fearless.phtml

3. False

More than twice as many boys as girls are killed or seriously injured in pedestrian and cycle accidents.

www.dft.gov.uk

4. False

Child pedestrian casualties peak at about the age of 12; child cyclist casualties peak at about age 14.

5. True

www.rospa.com/news/releases/2001/pr96_08_03_01_road.htm

6. Open answer**7. False**

Human behaviour accounts for 95% of road accidents.

8. True

www.bygones.co.uk/era.html

9. False

Some medicines can make the user drowsy.

10. False

A driver is twice as likely to kill someone while driving at 35mph than at 30mph.

www.rospa.com/roadsafety/advice/driving/speed_policy.htm

Multiple Choice**1. c**

- You are more likely to kill a pedestrian driving at 40mph than 30mph
- Specifically, if you hit a pedestrian while driving at 20 mph, the pedestrian has a 95% chance of survival
- If you hit an adult pedestrian while driving at 30mph, the survival chance is 80%. But if you hit a pedestrian while driving at 40mph, the pedestrian’s chances of dying rises to 90%.

www.dft.gov.uk/think

2. a

- Motorcyclists represent 1% of traffic but represent 19% of deaths and serious injuries
- Motorcycle riders are over 40 times more likely to be killed than car drivers.

www.dft.gov.uk/think

3. d**4. b**

www.rospa.com/roadsafety/advice/driving/speed_policy.htm

ANSWERS AND FURTHER INFORMATION

5. c

- Falling asleep at the wheel is the cause of around 20% of accidents on long journeys on trunk roads and motorways
- Men aged 30 and under are more likely to have a sleep related vehicle accident
- The greatest risk of falling asleep at the wheel is between midnight and 6am.

www.dft.gov.uk/think

6. c

7. c

8. a

- 95% of all road accidents involve some human error. Human behaviour is the sole factor in 76% of road accidents
- Most road accidents could be prevented with care and quite simple common sense actions
- The majority of road accidents happen in built up areas
- Between 30% – 40% of all fatal accidents occur on the road
- The most dangerous hours on the roads on weekdays are the rush hours from 3.00 to 6.00pm, and then 7.00 to 9.00am
- One in seven people killed on the roads die in drink-drive accidents
- Most road accidents happen in daylight.

www.rospa.com/roadsafety/advice/general/info/road_safety_projects_2005.pdf

9. b and c

Basic Safety Tips from the website below

- Get trained and keep control
- Wear a helmet
- Be seen and heard
- Check your bike
- Be alert and plan your route
- Stay legal.

www.dft.gov.uk/think

10. c

For your own and others' safety, the law requires you to use a seat belt if one is fitted.

Seat belt wearing in the front seat saves over 2,200 lives every year. Everyone knows they should wear a seat belt in the front seat, but many people still don't realise how dangerous it is not to wear a seat belt in the back.

In a crash at 30mph, if you are unrestrained, you will hit the front seat, and anyone in it, with a force of between 30 and 60 times your own body weight.

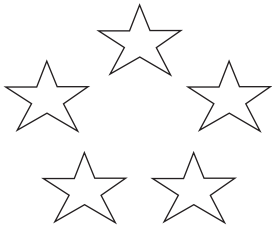
This could result in death or serious injury to you and people sitting in the front seat.

Any compensation for injury following an accident may be reduced if you were not wearing a seat belt.

www.dft.gov.uk/think

Super Highway

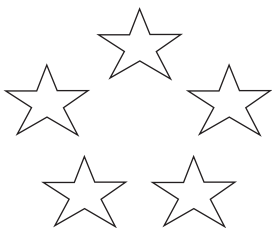
Explore each of the following five websites. For each website find a different fact or piece of information about road safety and record it here. Then rate the website on its appeal to young people. Colour 5 stars for excellent, 4 for good, 3 for just ok, etc.



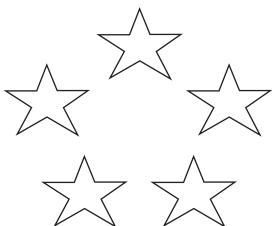
www.rospa.com



www.dft.gov.uk/think



www.streetwiseguys.co.uk



www.crucial-crew.org



www.no-messin.com

Ready Steady

The following are all actual occasions of road accidents. Read each one and write down two or three events or circumstances that may have caused the accident. Then think of one or two steps that could have been taken to prevent the accident or to have made the consequences less severe.

Possible Causes

A cyclist died after being hit by a van during a night ride.

A driver was seriously injured after lumps of concrete were dropped from a bridge onto the M1.

A child was injured after parents collecting children from school parked dangerously outside its gates.

Preventative Actions

Ready Steady

Possible Causes

Preventative Actions

A young woman was knocked down and injured by a car whilst on her mobile phone.

A cyclist hit his head on the pavement after being knocked off his bike by a van.

Two children were killed by a train as they played near railway tracks.

Improvise

12 Accidents – What happened?

Choose one of the following descriptions of accidents, some of which describe real events.

Devise a short dramatic piece showing how the accident could have happened.

Discuss how it could have been prevented.

- A cyclist has sustained a serious head injury
- A man was found dead at the side of the road
- A teenager was in intensive care after being out with friends in a car
- A child went through the windscreen of a car whilst being driven to school
- Two children were killed at a pelican crossing
- There was a collision involving two cars as they approached a zebra crossing
- A child was injured after dashing into the road whilst playing football with friends
- A car skidded out of control whilst travelling in wet conditions
- A teenager was hurt after being struck as he was crossing the road. His MP3 player was still playing as he was lifted into the ambulance
- An 18-year-old pedestrian was killed by a suspected drink-driver just 20 minutes after her parents said they could not collect her from a party because they had both had a couple of glasses of wine. She was struck by a parked car that was shunted on to a pavement by a van
- A five-year-old boy died when he fell out of a Land Rover and was hit by the trailer it was towing
- Six people were injured when the roof was sliced off a double-decker bus as it tried to get under a bridge.

POEM – WHO KILLED COCK ROBIN?

*"Who killed Cock Robin?" "I," said the Sparrow,
 "With my bow and arrow, I killed Cock Robin."
 "Who saw him die?" "I," said the Fly,
 "With my little eye, I saw him die."
 "Who caught his blood?" "I," said the Fish,
 "With my little dish, I caught his blood."
 "Who'll make the shroud?" "I," said the Beetle,
 "With my thread and needle, I'll make the shroud."
 "Who'll dig his grave?" "I," said the Owl,
 "With my pick and shovel, I'll dig his grave."
 "Who'll be the parson?" "I," said the Rook,
 "With my little book, I'll be the parson."
 "Who'll be the clerk?" "I," said the Lark,
 "If it's not in the dark, I'll be the clerk."
 "Who'll carry the link?" "I," said the Linnet,
 "I'll fetch it in a minute, I'll carry the link."
 "Who'll be chief mourner?" "I," said the Dove,
 "I mourn for my love, I'll be chief mourner."
 "Who'll carry the coffin?" "I," said the Kite,
 "If it's not through the night, I'll carry the coffin."
 "Who'll bear the pall?" "We," said the Wren,
 "Both the cock and the hen, we'll bear the pall."
 "Who'll sing a psalm?" "I," said the Thrush,
 "As she sat on a bush, I'll sing a psalm."
 "Who'll toll the bell?" "I," said the bull,
 "Because I can pull, I'll toll the bell."
 All the birds of the air fell a-sighing and a-sobbing,
 When they heard the bell toll for poor Cock Robin.*

WHO KILLED THE CHILD

Who Killed the Child?

Who killed the child?
I said the man,
In my speeding van,
I killed the child.

Who saw him die?
I said the passerby,
With my little eye,
I saw him die.

Who heard him cry?
I said his mother,
Though I was some place other,
I heard him cry.

Who _____
Father

Who _____
Friend/Mate

Who _____
Nurse/Doctor/First Aid

Who _____

Who _____

Who _____

Who _____

Who _____

WHO KILLED THE CHILD?

Who _____

Who _____

Who _____

Who _____

Who _____

Who _____

Who _____

Who _____

Who _____

Who _____

THE GREEN CROSS CODE

1. THINK FIRST

Find the safest place to cross then STOP.

2. STOP

Stand on the pavement near, but not too close to, the kerb.
Give yourself lots of time to have a good look around.

3. LOOK

Use your eyes and ears. Look all around for traffic and listen.

4. WAIT

If traffic is coming, let it pass.

5. LOOK and LISTEN

When it is safe, walk straight across the road. Do not run.

6. ARRIVE ALIVE

Keep looking and listening for traffic while you cross.



The Royal Society for the Prevention of Accidents
Edgbaston Park, 353 Bristol Road, Birmingham B5 7ST
Telephone: +44 (0) 121 248 2000
Fax: +44 (0) 121 248 2001

Registered Charity No. 207823
VAT Registration No. 655 1316 49

www.rospa.com