

Slide	Key message	Explanation points	Activity
2	Objectives and intro:	Share purpose of the session- to provide knowledge and skills so they can stay safe when using the road.	Ask the class to put their hands up to show whether they walk, cycle, are driven, or get the bus to school. A survey can be done beforehand and shared with the class
3	Experiences of dangerous, careless, unsafe behaviour	Ask the class to chat about times when they have seen other children (their age, younger, or older) and adults do dangerous things while walking, cycling or in cars. Examples: pushing each other into the street, running across the road, cycling without a helmet, undoing their seatbelt in the car, adults who use mobile phone, drive with only one hand on the steering wheel, parking on yellow lines outside school They don't have to say who it was! Just describe what they saw and why it was dangerous. Now ask the class if they said anything when they saw this dangerous behaviour? Did they tell them to stop? Say they will discuss what to do later in the session.	Open discussion – allows children to share their experiences and reduces anecdotes through the session. It shows how aware they are of what they see around them and what they consider safe/unsafe behaviour
4, 5, 6, 7, 8	Crossing the road safely	A series of four slides to initiate discussion about safe behaviour around crossing the road Show the two slides about safe and unsafe places to cross the road. Answer queries about the different types of crossings When discussing safe or unsafe places emphasise the fact that it is the behaviour of people that makes it unsafe (or safe). Outside school is “safe” but when parents park where they shouldn't, drive too fast, leave engines running then that makes it “unsafe”. So if grownups change their behaviour it makes it safer for the children (and other people and also animals). If people choose to look at their mobile phones when crossing, or run across the road that's when somewhere safe becomes unsafe.	Divide class into two and get one side to discuss safe places to cross and other half to discuss unsafe places. Get pupils to then partner up with someone who is of the opposite view and share ideas Notes: Three pictures are of Puffin crossing Pelican crossing Zebra crossing Video clip on wearing light / high viz clothing

		<p>Emphasis is on choice of behaviour of people that has an impact on their own safety and that of others.</p> <p>With the “green Cross code” again emphasis the fact that it is essential that you always STOP, LOOK, LISTEN, wherever you cross and do not assume drivers will always see you and always stop even when you are at a crossing place!</p>	
9, 10	Road traffic collisions (RTCs) and the effect they have	<p>The Fire Service attend on average more Road Traffic Collisions than fires.</p> <p>If there are ten 999 calls to the Fire Service 1 of those would be for a fire but would be for an RTC.</p> <p>Attending RTCs (and fires) has a huge effect on the firefighters as well as the people who are involved or see the collision. – importance to understand the emotional impact of an RTC</p>	
11, 12	Importance of seatbelts	<p>It is the law to wear a seatbelt for all journeys – however short or long the distance of the journey – even if travelling half a mile down the road</p> <p>If you are under 135 cm tall and/or under 12 years old you have to have a special seat in the car for you to sit on. This means the seat belt is used correctly – it should go across your shoulder and lap. It should not rest on your neck and face.</p> <p>Everyone has to wear a seat belt</p>	<p>Children to measure themselves and note height</p> <p>Video clip on wearing a seatbelt</p>
13,14	Speed limits	<p>Looking at numbers</p> <p>Ask children what they are.</p> <p>Ask if it’s important that we have speed limits?</p> <p>Ask why it’s important they know about them because they’re not driving.</p> <p>Is it acceptable for the driver to speed?</p> <p>Children can keep safe and can also tell grown-ups to slow down if they are driving over the speed limit.</p> <p>Discuss how important these are for everyone to stay safe.</p> <p>Link in to crossing the road and if the driver is going too fast they will not stop in time and could knock someone over. (a driver takes times to stop their car – it does stop straight away.</p> <p>It takes time for the driver notice a hazard and apply the brakes (thinking distance), and before the vehicle comes to a full stop from its initial speed (braking distance).</p>	<p>Film Clip – Speed Matters with Maddie Moat</p> <p>Demo to show the time it takes for someone react.- ruler reaction experiment</p> <p>Relate this to a driver driving a car – will they be able to stop in time? No – and it takes longer for a message to go from brain to foot.</p> <p>Person A holds out their hand with a gap between their thumb and first finger. Person B holds a 30cm ruler with the zero at the top of person A’s thumb. .</p> <p>Person B drops the ruler without telling Person A and Person A must catch it. Note the number on the ruler where Person A catches it. Repeat 3 and see if the number is different every time. Swap places,</p>

15	Correct behaviour choices when in travelling a vehicle – both passenger and driver	Go through the list. Several are illegal if you do them so you are breaking the law. People choose to do something or not do something – the outcome of choosing to behave in these ways when in car can mean someone being seriously hurt or worse. It is about keeping everyone safe – passenger, driver, and other people using the road	Pupils can go through and decide what applies to the driver or passenger or both. Discuss Why is it important that everyone makes safe choices when in a car? Encourage pupils that it is ok to say something – it's about keeping safe and reducing the risk of something happening that could cause upset and make people sad (road safety safe plan) and in some cases injury
16, 17, 18	Safe use of bicycles and scooters	What is the correct and safest way to use your bike or scooter? Why might you be tempted not to wear a helmet or to cycle and do tricks? This leads in to peer pressure and want to do what friends do	Encourage pupils that it is ok to say something – it's about keeping safe and reducing the risk of something happening that could cause upset and in some situations injury
19,20	The Ripple Effect – the wider impact of RTCs	This is to highlight that any RTC (road traffic collision) doesn't just have an impact on the people who have been involved. In previous slide it was mentioned that the firefighters involved in helping someone in an RTC does have an effect 000 The impact is wider	Pupils to discuss who is affected by an RTC – Give a scenario a pupil in year 6 was knocked off their bike cycling home from school: Ask pupils to discuss who was affected, how/why?
21	Telling someone when you feel unsafe – empowering children	Talk about feelings you have – tummy, sweaty hands, hot, want to cry, tense Sometimes grown-ups don't always realise it as they are in a rush – if it really does frighten you and is happening all the time tell a teacher or another adult you trust. Both children and adults sometimes do dangerous things on roads. Tell your class that it's up to them to make smart choices to keep themselves safe. They can help their friends and family stay safe too by standing up for safety when they see someone doing something dangerous	Discuss what they could say to get a friend or family member to stop doing something is dangerous or makes them feel unsafe What could you say to your grownup to ask them to slow down, or to not use their mobile phone? Or even when grown-ups go to cross roads at a place that you know is not safe. Discuss/make "a Road Safety Plans" – what to you can say or day to keep safe when out walking or in the car and someone makes you feel unsafe.
22	Plenary	Sum up the topics covered, Emphasise the importance of sharing what has been learnt today with parents (children are the conduit to behaviour change in parents)	Older pupils can complete the Road Safety Quiz All/younger can create a road safety poster on what they have covered today. Ask the class to think of a couple of questions they

