

# Road Safety in the Primary Curriculum Year 1 Lesson Plan

## CARS – Inside and Out

### Learning Outcomes

- Pupils will be aware of the dangers of being anywhere near vehicles
- Pupils will be aware of the signs from a vehicle that warn that it might move
- Pupils will be able to demonstrate how to do up their seat-belt
- Pupils will be able to explain why it is important not to distract the driver.

It is a good idea, if hi-vis jackets are available, for the children to wear them whenever they are learning about vehicles or the road environment, even if they are in the safety of the school grounds – it emphasises the need to ‘be seen’ when near traffic.

One adult always must supervise the children inside the car to ensure that the ignition cannot be turned on or the handbrake released, whilst another adult is fully aware where all children outside the car are standing. Adults should demonstrate the controls for the lights, brakes etc, but the children themselves should show that they can put on their seatbelt properly.

Seat-belts must always be fitted correctly – they need to work on the bony parts of the body i.e. the diagonal belt works on the shoulder and the lap-belt on the pelvis or tops of the legs. Children should never loop their arm through so that the diagonal belt would operate on the rib-cage or abdomen. They need to be raised on a booster-seat so that the diagonal belt does not cut into their neck and the lap-belt doesn’t go across the ‘soft parts’ of their tummy which could then damage internal organs in the event of an emergency stop or a crash. Make sure each child knows how to do up their seat-belt and wear it properly.



It is important to find a safe place for the demonstration car, away from any other traffic, and to explain why the car is there (e.g. in the playground, where it normally shouldn’t be). The children need to be able to ‘explore’ the car, both inside and outside, see the different lights working and understand the meanings of the different colours (e.g. white at the back means the car could reverse).



Discuss how they might be able to tell that the car could move – someone in the driving seat, listen for the car engine, look for reversing or indicator lights, look for ‘smoke’ from the exhaust.

**Children should be encouraged to always get in and out of the car, whenever possible, on the passenger side nearest to the pavement, and not into the traffic.**

**Explain to the children all the things the driver must do at once – work the pedals, do the steering, look at all the controls, look at the road and all the other traffic and people, read the road signs and look in their mirrors – to keep safe they should never distract the driver – the driver needs to concentrate.**

**Strict adult supervision is essential for working out who/what the driver can see but it gives the children a good idea of how difficult it is for drivers to see them. Ask them who they can see, if they can name their friends and how much of the person they can see – maybe just the top of their head.**



### Ideas for follow-up activities in the classroom

- Compare the treads on the tyres to the patterns of treads on the children’s shoes – make prints or rubbings
- Make coloured discs (red, amber, white) and in PE the children can use them to communicate to the rest of the class which way they are going – hold up red if going to stop, use amber to learn left and right, white facing forwards means ‘I’m going forwards’, but white facing backwards means ‘watch out – I’m coming backwards’!
- Numeracy links
- Literacy links