

# Road Safety in the Primary Curriculum

## Year 4 Lesson Plan 2

### Learning about Risk

Originally designed to be a Transition Lesson for pupils moving on from Lower to Middle School (but it is easily adapted to suit – just add in or omit pages '4 + 5' sections according to need)

#### Aim

The purpose of this lesson is to develop pupils' ability to recognise risks/hazards and enable them to manage them.

#### Learning Outcomes

- Pupils will have 'studied' their new school journey and how to recognise risks and to reduce them where possible
- Pupils will have learned the importance of risk assessing new situations
- Pupils will be aware of the importance of 'Forward Planning'
- Pupils will be aware that sometimes they may be tempted to take risks
- Pupils will have created a personal Travel Plan for their journey to their new school

As pupils grow up they will be given more independence from adults (parents, carers, teachers etc.) and will need to think carefully about the ways they can keep themselves safe when they go out alone or with friends. Recognising potential dangers is a good starting point.

### Whole class

- 1) Discussion: to compare pupils' current journey to and from school to their new school journey

Ask: 'How do you think the journey to your next school will change?'

- Mode of transport – will it change? (Pedestrian/ cyclist/passenger – car, school bus, public bus, taxi?)
- Will the route be different?
- Who will you be travelling with?
- Do you think the new journey will be safer or more dangerous than your journey now?

(LEARNING OUTCOME: *Pupils will have 'studied' their new school journey and how to recognise risks*)



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#### 2) Activity: The Riskometer Game

To get an idea of your pupils' understanding of, and attitude to risk, ask everyone to sit in a circle and discuss what they think **RISK** means.

Can they think of any risks they have taken or avoided? If they are not sure, give them a suitable example from your own experience.

**Next, lay the RISKOMETER out on the floor in the middle of the circle.** Ask selected pupils to take a card from the pile of 'Risk Cards' and read it out. Pupils then discuss whether the situation printed on the Risk Card is:

- **Very risky** (put it in the red zone)
- **Quite risky** (put it in the amber/yellow zone)
- **Not very risky at all** (put it in the green zone)

Finally, look at each card in the red and amber zones and ask the children if there is anything they can think of they could do to get that card into a lower zone. The aim is to end up with as many cards as possible in the green zone, a few maybe in the amber zone and NONE in the red zone.

### Group work

#### 1) Situations

Sometimes, even though we know what we should do in a given situation, we are tempted to do something else and take the 'risk'. Rather like 'rocks' placed on the path to 'trip us up'!

Give a 'Situation Card' to each group and ask them to discuss the situation and come up with 'possible rocks' that might make 'things go wrong'. Each group then selects a 'spokesperson' to tell the rest of the class about their 'situation'.

**(LEARNING OUTCOME: Pupils will have learned the importance of risk assessing new situations)**

#### 2) Forward Planning

Now that your pupils are beginning to understand how to recognise risks, and how to prevent or avoid them, you can introduce them to the concept of 'Forward Planning' to reduce risk-taking.

Give each group a 'Scenario Card' – one person reads out the scenario, then as a group they should work out between them the answers to the questions on the card. Once again, the group should feedback their 'Forward Planning' solutions to the rest of the class.

**(LEARNING OUTCOME: Pupils will be aware of the importance of 'Forward Planning')**



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### 3) Outdoor Activity: Road Safety Walk

First, **look at** some maps of the local area – discuss safest routes e.g. quieter roads (less traffic) versus roads where there are more people about; shortcuts; roads without pavements; cycle-paths; safer places to cross.

**Discuss** road safety versus personal safety (busy road to cross versus allotments or gloomy underpass)

Then go for a walk using your pre-selected and risk-assessed route e.g. your school to the pupils' next school to leisure centre or library):

Split into small groups with an adult supervisor for each group (according to your school's policy and adult: child ratio for this type of activity)

You will need hi-vis jackets; a clip-board with the map of the route, a preprepared list of potential hazards and safety features to watch out for; camera

Each group to list the hazards they see (e.g. busy roads, road-works, bin-bags obstructing the pavement), any features that will help them to stay safe (e.g. pelican crossing, cycle-path), use the camera to record the most dangerous parts of the route, and mark these on the map.

**Remember to think about different modes of travel – pedestrians; cyclists; car passengers; bus passengers**

**Discussion:** On return to the classroom each group to feedback details of their 'journey' and the whole class to discuss the hazards and how to overcome them.

**Make** a risk-assessment chart of the route (under the headings 'Risky Bit' / 'What could go wrong?' / 'How could you reduce the risk?')

**Compare** the children's chart with the teacher's original risk-assessment – are there things the children are concerned about that might not be noticed by an adult?

**(LEARNING OUTCOME: Pupils will be aware that sometimes they may be tempted to take risks)**

**In the real world we just can't live risk-free lives. If we did, we would never cross a road or get into a car!**

**LEARNING OUTCOME: Your pupils should now have a good idea of how to recognise risks and things they can do to remove or reduce them (e.g. forward planning)**

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### Individual Exercise

(This could also be done in pairs or with adult assistance depending on the individual pupil's ability)

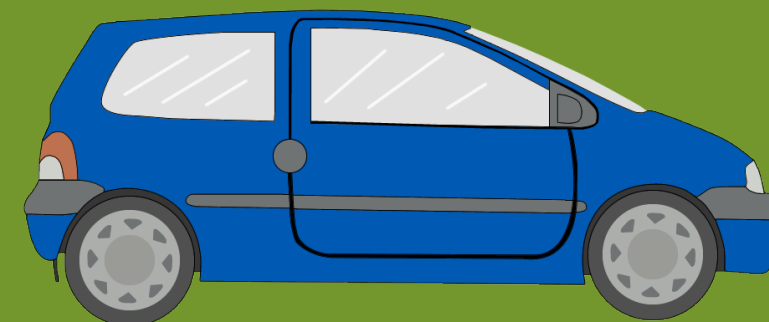
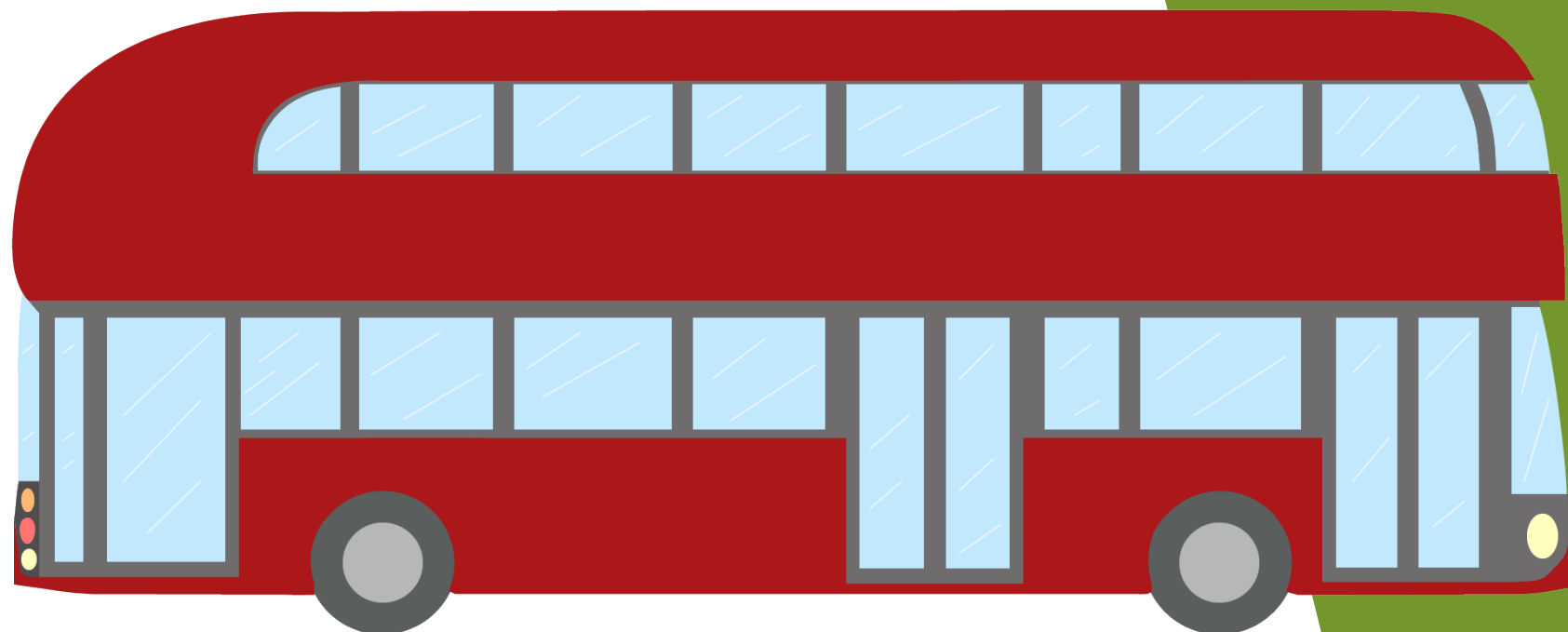
### Activity 1:

Make an individual 'travel plan' for your new school journey (This could be in words and/or pictures.)

### Pupils should include:

- The 'mode' of transport they think they will be using
- Their safest route (drawn on a map)
- Who they will be travelling with
- The main risks and ways they can reduce these (on a chart using the 'risk assessment' headings 'Risky Bit' / 'What could go Wrong' / How to Reduce the Risk')
- How these might change with changing seasons / weather
- What concerns them personally (difficult roads to cross; not confident on their bike; travelling alone; peer pressure; what to do if they miss their bus)
- An 'Action Plan' (what new skills/knowledge they think they may need; practising their new journey etc.,)

**(LEARNING OUTCOME: Pupils will have created a personal Travel Plan for their journey to their new school)**



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### Summary



**An 'Action Plan' for you** – some forward planning ideas for you to help reduce your pupils' concerns and increase their confidence

- Are there any new rules to learn? (look at the Junior Highway Code)
- Is cycle training required? (contact your local Road Safety Officer for information or go to the 'Bikeability' website [www.dft.gov.uk/bikeability/schools](http://www.dft.gov.uk/bikeability/schools) where you will also find more suggested lesson plans)
- Is Pedestrian Skills training needed such as practicing crossing the road in a variety of situations (contact your local Road Safety Officer for information)

### Share:

- Encourage the children to talk about their new school journey with any friends they may be making the journey with
- Encourage the children to talk to their parents/carers about their concerns – maybe they could practice the route with them during the school holidays, learn how to use public phone boxes, identify 'safe havens' on the route, find out what their parents want them to do if they miss the bus or if the friend they usually go with isn't going to school one day.

(This could be done as a homework exercise, or the children could write a letter home)

**Include parents/carers in the work you have been doing with the children, preparing them for their transition to the next school, by using the template letter in your Curriculum Bundle and attaching the child's personal Travel Plan.**