

Ages
3-6

3. Safety first

Things that keep us safe when travelling



Learning objectives

1. To know how to ride a bike/scooter and cycle/scoot safely
2. To know why I need a child car seat when I travel in a car
3. To know how to travel in a car or a bus

Learning outcomes

By the end of this lesson, your pupils will be able to explain the importance of using a car seat and how to behave in a car. They will also be able to discuss how to be responsible passengers and riders of bikes and scooters.

You'll need:

- 'Cycle helmets and car seats' slides
- 'Ted's tumble' interactive big book
- 'Safer journeys anthem' film
- Bike, scooter, helmet and high vis props
- Sticky notes for labelling

Parental engagement

- A note can be shared through the school newsletter about the importance of wearing cycle helmets when scooting or cycling to school
- Direct parents to 'Carrying other people's children safely' online booklet from RoSPA: www.rospa.com/Road-Safety/Resources/Free/Parents/Carrying-Other-Peoples-Children-Safely.aspx
(Useful for those who share lifts)

Lesson detail

Teacher input: (10 mins)



Begin the lesson by reading 'Ted's tumble'. Before you begin reading, ask pupils to think carefully about all the different people in the story and if they would make the same decisions as Jake. How did the story make them feel? What happened to Ted when he didn't wear a seatbelt? Ask what Jake may have had to do if he was travelling on a bus? e.g. sit up straight facing the front of the car, wearing a seatbelt. Ask the children to reflect on their own behaviour when they are in cars. This is an opportunity to assess the children's understanding of the importance of sitting sensibly in car seats and behaving appropriately when on public transport.

▶ You could also introduce the lesson with the film 'Safer journeys anthem'

Introduce the objectives for the lesson and relate it back to any previous work the class has carried out on road safety. Tell pupils they are going to be learning more about why they need to use car seats and cycle helmets.

Open up the 'Cycle helmets and car seats' slides and ask pupils to look carefully at the pictures on the interactive whiteboard. Do pupils recognise these objects? What are they for?



Helmets	Car seats
<ul style="list-style-type: none"> • Suggest some pupils pick up a bike/scooter helmet and describe it. Is it light or heavy? Is it strong or weak? Challenge pupils further, if a helmet is hard and strong could it be made out of wood or stone? No, it needs to be a light strong material. Older pupils could use post it notes to label the main features e.g. hard plastic, straps, clasp, reflector (if applicable) • Younger pupils could remain in the circle and discuss some of the other features of the helmet e.g. strap, clasp? Why are helmets made in this way? To keep our heads protected when we are cycling or scooting 	<ul style="list-style-type: none"> • Ask pupils if they can think of something that helps them stay safe when they are in the car. Show the car seat slide and ask them to think about the similarities and differences. Why are there different sized car seats? <ul style="list-style-type: none"> • 0-6 months baby seat • 6 months to 4 years booster seat • Character booster seat 4+

Scooters

Tell pupils that as part of the first lesson '[Stepping stones to road safety](#)' they have all investigated one thing that can help them stay safer when they are cycling or scooting – is there anything else? Prompt pupils if needed to think about their own behaviour e.g. when is it not a good idea to use a scooter – when it's dark, raining or when crossing the road. See the link on page three for advice.

Differentiation

Welcome to the pit stop (child-led activity)



Split the children into two groups:

Group one	Group two
<ul style="list-style-type: none"> • In pairs, pupils to discuss road safety skills relating to scooting, cycling or being a passenger in a car • Pupils to draw a picture of themselves on their way to school and then record (this can be written, filmed or an audio recording) their road safety skills e.g. I will always sit in my car seat and use a seat belt, or, I will travel at a safe speed on my scooter and wear a helmet 	<ul style="list-style-type: none"> • Visit the pit stop. Create 3-4 pit stop areas containing a bike or a scooter, plus a selection of clothing and helmets. Pupils to take it in turns to be the rider and a pit stop engineer • The aim of each pit stop is for pupils to encourage each other to dress appropriately to ride the scooter/bike and the engineer to test the road worthiness of the vehicles e.g. tyres, back brake on scooters, brakes and handle bar alignment on bikes, bike lights etc. • Any adults working with groups, who are familiar with bikes and scooters, can demonstrate safe stopping and role play crossing a road

Once the activities are completed the children should swap groups.

When the children have completed both activities have a short class discussion about appropriate behaviour and safety equipment for a range of modes of transport. Share progress with the class and remind them to consider how they are going to ensure their behaviour is safe on upcoming journeys they might take.

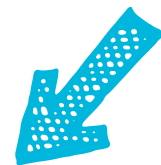
Further recommended resources



accidents don't have to happen



Resource name	Format	Summary	Age range	Link
Scooters	Web page	Advice for using scooters safely	All	https://www.rospa.com/leisure-safety/advice/scooters/



Resource name	Format	Summary	Age range	Link
Cycling Helmet Template	PDF	Come up with a cool design for the surface of the helmet	All	http://bikeability.org.uk/manage/wp-content/uploads/Cycling_Helmet_Template.pdf
Know Your Area Activity Sheet: Planning a Bike Ride	PDF	Write a checklist to plan a bike ride	KS1/2	http://bikeability.org.uk/manage/wp-content/uploads/dlm_uploads/Know_Your_Area_Planning_a_Bike_Ride.pdf



Resource name	Format	Summary	Age range	Link
Beano: Menaces are Head Strong	PDF	Use your head, wear a helmet poster	KS1/2*	http://www.brake.org.uk/assets/images/beano.pdf

