

2. Be bright be seen

Travelling safely in the dark and during bad weather



Learning objectives

1. I understand why it is important to be bright and seen
2. I know how to help others see me in the dark
3. I know how to ride a bike/scooter and cycle/scoot safely

Learning outcomes

By the end of this lesson, children will be able to discuss how they can dress appropriately to travel when it's dark or hard to see. They will also be able to share some simple rules for staying safer when they are riding a bike or scooter.

You'll need:

- 'Be bright be seen' interactive
- Equipment for travelling when it is dark e.g. high vis vest, torch, bike lights, reflective clothing, bright clothing, scooter

- An area that could be used as a dark room
- Props that are dark/non-reflective and difficult to see in the dark

Parental engagement

- 'Wear it Bright Friday' day
- Pupils can go home with a reflective sash that they can use to talk to their parents about dressing appropriately when it is hard to see outside
- Parents to be encouraged to look for coats/school bags with reflective strips if buying new ones
- Information can be sent out in the school newsletter at key times (e.g. clocks going back) making recommendations and re-inforcing that pupils should be in bright colours all year round when on the roads e.g. reflective strips and bright colours

Lesson detail

Teacher input: (10 mins)



Review any road safety learning so far to check if pupils can remember their road skills – have any of them been using them on their journeys?

- Focus the pupil's attention on how hard it is to see dark clothing at night or when the weather is bad e.g. torrential rain/fog/snow. Have any pupils seen people travelling with special clothing or equipment that make sure they are seen in the dark or when it's raining really hard and it's difficult to see? This is a great opportunity to assess the children's current knowledge about how to be seen in the dark.
- Show pupils a range of objects they might wear or use when travelling, using the 'Be bright be seen' interactive – which ones do they think would be best to wear when it's difficult to see? Point out the reflective strips on some items or explain how the bike reflectors work
- Tell pupils and/or explain they are going to either take turns to get dressed to travel in the dark, using dressing up props OR test objects to see if they would be useful if travelling when it's difficult to see



Dressing up	Dark room
Pupils who are getting ready to travel when it's dark or hard to see should all take it in turns to give each other feedback on their outfit choices e.g. are they visible enough? Pupils should be encouraged to point out the reflective and high vis features of their outfits.	Pupils who are using the dark room should make predictions about the different materials before testing their opinions in the dark room, using a torch.

Optional activity: Pupils can work with high vis materials to create a sash or a reflective sticker to take home – see Brightkidz resource link below.

Once the children have completed their activities gather the class together to assess progress. Challenge the children to turn to the person next to them (or to work with an adult for children who need more support) and share ideas of how their outdoor clothes can ensure they are seen in bad weather and when it's dark E.g. bright coloured hat/ reflective strips on coats.

Differentiation

- Older pupils could design t-shirts that encourage other children to 'Wear it Bright', these t-shirts could be worn on a 'Wear it Bright Friday' (Parents to supply old, plain white shirt or t-shirt)
 - **'Colour me bright'** THINK! colouring in sheet
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