



Learning objectives

1. I know how to keep safe on the road when on holiday
2. I know how to walk safely with a grown up and hold hands when walking near the road
3. I know how to behave when I travel in a car or a bus

Learning outcomes

By the end of this lesson, your pupils will be able to discuss road hazards that they may come across in locations away from home. Pupils will also be able to explain some actions that will help them stay safer when playing near roads during school holidays at home.

You'll need:

- 'Roads away from home' slides
- 'Hazard spotting' slides
- Red and green dot stickers
- 'Crossing roads: Kids know best' film

Parental engagement

- In the lead up to holidays, schools can be encouraged to add reminders about road safety to their newsletters
- Choosing the right car seats: <https://www.rospa.com/road-safety/road-safety-information/vehicle-safety/car-seats>

Lesson detail

Teacher input:



- Ask pupils to remind you about what they know about road safety. Take several answers. Then ask what happens if their activities or environment change; how can everyone stay safe when their journeys change and they are playing or walking to different places? This is a good opportunity to assess the children's knowledge of road safety in different locations. Some children may have travelled very little and may need additional support to understand the differences between locations
- Ask pupils to think about the weekends and school holidays; what might be different? Do they visit different places on holiday? What side of the road do cars drive on in different countries? Where do they play when they are on day trips? Can they share some stories?
- Can any pupils recall how the roads were different on a previous holiday, when they are on day trips or visiting family? E.g. a very busy road in front of the beach, or in a busy city center, very rural roads with lots of hidden bends and no pavements. Use the 'Roads away from home' slides to explore different locations and how the road features may differ from the ones they are used to

Stop or Go?

Tell pupils they are now going to play Stop or Go. Each pupil will be given a number of small red and green stickers (if they aren't available children can be given a red and a green pen) and they will use the 'Hazard spotting' slides to spot examples of:

- great road safety behaviour (using the green spot/pen) e.g. using crossings, using the Stop, Look, Listen and Think sequence etc



- potentially dangerous situations (using the red spot/pen) e.g. crossing on a bend, younger children not holding hands, riding without a cycle helmet

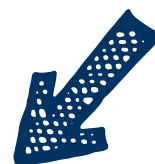
Once the children have completed the activity assess their knowledge by asking them to talk through their red/green sticker choices. Can they explain some of the hazards they should be aware of in a range of locations? Can they share how this might change their behaviour when they are on holiday?

 To help children remember how to behave on unfamiliar roads, you may wish to end the lesson with a recap by playing the 'Crossing roads: Kids know best' film.

Differentiation

- Older pupils can design their own hazard maps and they could be sent out through the school newsletter. Can pupils identify safer places to play e.g. park, beach, green spaces. Why are these safer?

Further recommended resources



Resource name	Format	Summary	Age range	Link
Elmo Stays Safe	Film	Play in safe places away from roads and drives	EY/KS1	https://www.youtube.com/watch?v=mu8Hjkzlfag
Safari Grover	Film	On safari Grover applies road safety rules	EY/KS1	https://www.youtube.com/watch?v=4x0ZwpfM7tg

