

Lesson 1 – Why travel independently?

Lesson Overview	- Encourage the students to think about the benefits of independent travel; investigate possible worries and concerns around travelling independently and dispel them.
Lesson Objectives	<ul style="list-style-type: none"> - List different ways to travel - Consider the advantages and disadvantages of different ways to travel - Investigate possible problems and concerns about travelling independently
Lesson Outcomes	<ul style="list-style-type: none"> - Motivate students to want to travel independently - Consider solutions to common problems and concerns around travelling independently

Time	Activity	Resources
Starter		
5 min 5 min 10 min	<ul style="list-style-type: none"> • Ask the students to list as many forms of transport as they can. Create a list of these on the board. • Ask the group which form of travel they use the most. What are the advantages and disadvantages of the different types of travel we use? E.g. busses are faster than walking but walking is free and helps to keep you fit etc. Write these advantages and disadvantages next to each of the ways to travel on the board. • In pairs allow the students to discuss where they would like to go if they could travel independently e.g. cinema, school, friend's house, ice skating etc. Feedback some of the answers as a group to motivate group to want to travel. 	<ul style="list-style-type: none"> • White board and pen
Main		
15 min 10 min 10 min	<ul style="list-style-type: none"> • All of the students will have listed somewhere that they would like to travel to but many of them may have worries about travelling independently. In pairs give the students the 'Problem page' worksheet, they are to read the letters sent and write a reply to help the person overcome their worries about travelling independently. • Feedback some of the groups responses. • What worries do the students have about travelling independently? What advice can the class give to overcome this? 	<ul style="list-style-type: none"> • Problem Page worksheet
Review, reflect and assess		
5 min	<ul style="list-style-type: none"> • Reinforce the positives of travelling independently and explain that all worries and problems can be over come with help and practice. 	



Problem page

Dear Dr Sue

I want to start getting the bus to school in the morning with my friends, but I'm really worried that if I'm late I'll miss the bus and then not know what to do. What can I do?

Answer.

Dear Dr Mike

I want to start walking to my friend's house on my own, but my Mum always wants to walk with me. How can I show her that I am ready to walk on my own?

Answer.

Lesson 2 Independent travel skills

- Lesson Overview** - Students consider and self assess the skills they need to travel independently then devise ways to improve them.
- Lesson Objectives**
- Consider the skills they need to travel independently
 - Self assess their independent travel skills
 - Consider how they can improve their skills
- Lesson Outcomes**
- Be able to identify and improve their skills
 - Improved communication skills

Time	Activity	Resources
Starter		
<p>10 min</p> <p>10 min</p>	<ul style="list-style-type: none"> • Teacher led discussion on what the students think they need to know to be able to travel independently. • Explain that each student will need to know different information as they will be travelling to and from different locations at different times. However all of the students will need the same skills to travel independently whether they are travelling by bus, train, taxi or plane. Create a list on the board of skills that the students will need to be able to travel independently, see the 'Independent travel skills' worksheet for help with the list. 	<ul style="list-style-type: none"> • Board and pen
Main		
<p>20 min</p> <p>10 min</p>	<ul style="list-style-type: none"> • As a class read through the 'Independent travel skills' worksheet. As individuals the students fill in their form by shading in each segment to indicate how proficient they are with each skill. This then acts as a visual aid to the students to help them easily see where they need to improve to make sure they have the skills they need for travel. The sheet can be re-visited and shaded in further as the students improve their skills; the goal is to be able to completely shade the circle. • Discuss with students the importance of speaking and listening skills when travelling independently. To practice and improve the groups skills place them in pairs and label them A and B. A is going to talk to B for 1 minute about something they really like, this could be anything from a TV programme, food, sports, computer games etc. After the minute feedback how many A's felt listened to? How many B's can remember the information? The pairs are to repeat the exercise with B's talking and A's listening. To improve A's listening skills they are going to follow three rules: <ol style="list-style-type: none"> 1. Look interested – turn and face the person speaking, make eye contact but don't stare, stay facing the person whilst you are talking to them. 2. Ask questions – when your friend is talking ask questions if your not sure what they are saying or if you want more information, be careful not to ask too many questions though. 3. Check you've got it right – when you have been given some important information check that you've heard it correctly by repeating it back to the person. 	<ul style="list-style-type: none"> • Independent travel skills worksheet
Review, reflect and assess		
<p>10 min</p>	<ul style="list-style-type: none"> • Review with the students how they can improve their skills; promote taking part in extra-curricular activities and making an effort to practice key skills in class. 	

Independent travel skills

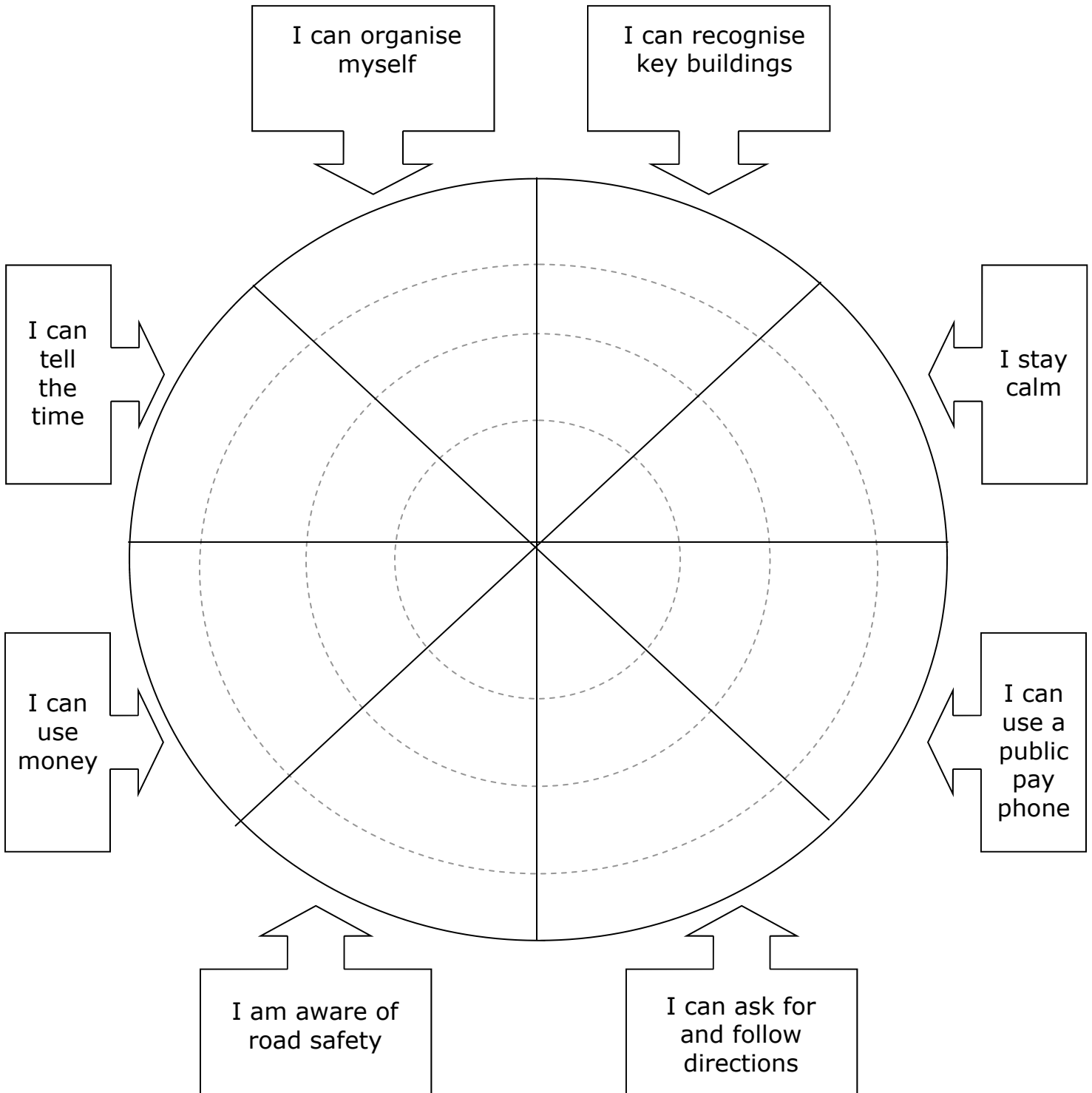
Read the skills written around the outside of the circle then shade in that section showing how well you can use that skill.

1st ring (closest to centre) = Haven't thought about or used that skill

2nd ring = Beginning to use the skill

3rd ring = Good, starting to use the skill at key moments

4th ring (on the outer edge) = Excellent, often use the skill.



Lesson 3 Managing behaviour

Lesson Overview	- Consider possible consequences arising from lack of preparation when travelling independently; examine triggers to negative emotions and how to overcome them; investigate students responsibilities to themselves and others when travelling independently.
Lesson Objectives	- Examine the responsibility that accompanies independent travel. - Consider the consequences of lack of preparation - Investigate how stressful travelling can result in poor behaviour
Lesson Outcomes	- Understand their responsibilities to themselves and others when travelling independently - Be aware of the importance of planning a journey - Create strategies to minimise the chances of stress when travelling independently.

Time	Activity	Resources
Starter		
10 min	<ul style="list-style-type: none"> Teacher led discussion about students' responsibilities when travelling independently. The student's first responsibility is always to their safety but they must also consider how their behaviours and actions may affect others. As a class create a list of behaviours that would be unacceptable when travelling independently. 	<ul style="list-style-type: none"> White board and pen
Main		
15 min	<ul style="list-style-type: none"> Travelling independently can be quite stressful, especially for students just starting to travel on their own. This can lead to poor behaviour that is uncharacteristic for the pupil. As a class read the 'What a journey!' story. 	<ul style="list-style-type: none"> What a journey! – story What went wrong? – worksheet.
15 min	<ul style="list-style-type: none"> In pairs the students complete the 'What went wrong?' worksheet. 	
10 min	<ul style="list-style-type: none"> Feedback the answers as a group and discuss how Carl's journey could have been improved. 	
Review, reflect and assess		
10 min	<ul style="list-style-type: none"> Reinforce the benefits of independent travel and how it is within the reach of your students. Explain that there is help available to students who want to start travelling independently and make sure the students know where and how to access it. 	



What a journey!

Carl's alarm clock started beeping at 7:15. Half asleep Carl lent over and pressed snooze. It felt far too early to be getting up. It went off again at 7:20, then 7:25, then again at 7:30 but Carl wanted, "just five more minutes in bed!"

Finally Carl's mum shouted up the stairs, "Carl, are you up yet?! It's quarter to eight, you're going to be late!"

Carl jumped out of bed; his bus for school was at ten past eight. He would have to rush. He quickly put on his school clothes, picked up his bag and went running down stairs.

His mum was in the kitchen and shouted through "Don't go without having any breakfast!" But Carl had no time to stop and eat or he would miss the bus.

He went out of his house and started running down the street. Suddenly a horn beeped really loudly. Carl jumped and saw that he had nearly run out behind a car. He waited whilst the driver backed out of his driveway, quickly apologised and on he went.

He turned on to the main street to get the bus but could not believe how busy it was. The pavement was packed with people going to work and to the shops. He started to try and run down the road but he kept bumping into people. He was beginning to get more and more annoyed. He was going to miss his bus because people were getting in his way. He stepped on to the road and started to walk down the side of the road near the pavement. This was better, there was no one in his way. People were starting to look at him really strangely, and told him to get on to the pavement. They did not seem to realise that it was their fault he was late.

HONK! HONK! Carl looked up and saw the biggest lorry he had ever seen heading straight for him. He quickly jumped on to the pavement and bumped into a man. Carl was really angry now so said something he had never said before "Why don't you watch where you are going! You're in my way." and off he went leaving the man amazed someone had been so rude.

Carl finally got to the bus stop with a couple of minutes to spare and started to relax a little. He had got there on time. He might be a little hungry but he would be all right when he got to school because they doing cookery today, so he could eat some of that. Cooking! Oh no, Carl suddenly realised he had left his cookery equipment at home. He thought he would pack it in the morning but because he was in a rush he had forgotten to do it. He would have to ring his Mum when he got to school. She would have to bring it to him. But his mum was working today, maybe she wouldn't bring it! Carl could not believe it, he was going to miss cookery, one of his favourite lessons, and he

was hungry. He was so angry he wanted to hit something. Everything had gone wrong, so he started to kick the bus stop, just as the bus turned up.

"Hey!" Carl turned round to see the bus driver looking at him. "Don't kick that, you might break it"

"He won't care" came a voice behind him. Carl turned to see the man he had been rude to earlier "He bumped into me and was very rude."

Carl had never behaved like this before, but he was just so angry! At least the bus was here now and he could get to school. He went to get on when the bus driver said,

"Well I don't know if I can let you on the bus if you're going to get in the way of other passengers and try to break things."

What went wrong?

In pairs answer the following questions about the story you have just read. You can write your answers below the questions.

1. What was the first thing that Carl did wrong?

2. Why was Carl late?

3. What could Carl have done to make sure he was ready for school?

4. Was did Carl do on his journey that showed bad road safety?

5. Why was Carl rude to the man he bumped into?

6. What should Carl have done to calm down when he was at the bus stop?

7. By loosing his temper Carl got himself into more and more trouble, if you were the bus driver would you let him on the bus?

8. What can Carl do to make sure this doesn't happen again?

9. What can you do to make sure something like this doesn't happen to you?

10. Do you know how to stay calm if things aren't going well?

Lesson 4 - Are you thinking?

Lesson Overview	- Consider the roads that the students use daily; self assess their attitudes to road safety; raise awareness of the roads and traffic that the students encounter daily.
Lesson Objectives	<ul style="list-style-type: none"> - Students self assess their road safety skills - Students consider a journey they already make in detail - Highlight the importance of always remaining focussed when around the roads
Lesson Outcomes	<ul style="list-style-type: none"> - Have greater awareness of roads they already use - Understand their importance of giving the road their full attention

Time	Activity	Resources
Starter		
10 min	<ul style="list-style-type: none"> • Teacher led discussion on Road Safety. Many students will be quite familiar with roads they already use either on their own or with a parent / guardian. This familiarity can lead to less attention being paid to road safety which results in an increased risk of involvement in a road traffic collision. 	
Main		
15 min	<ul style="list-style-type: none"> • As individuals the students complete the Am I thinking? worksheet. Students read the statements around the circle and then shade from the centre up to their answer marked on the circle. The goal is to have the circle completely shaded, where they are unable to completely shade a section they are to think about an action plan to improve on that area. 	<ul style="list-style-type: none"> • Am I thinking? worksheet • How aware am I? worksheet
15 min	<ul style="list-style-type: none"> • As individuals the class complete the How aware am I? worksheet. 	
Review, reflect and assess		
15 min	<ul style="list-style-type: none"> • Teacher led discussion on how easily students were able to answer questions about their journey to school. Why did the students have difficulty answering these questions? Highlight how students can sometimes be on 'auto pilot' when travelling and the dangers this presents around roads. Students are to check the answers on their worksheet and fill in any blanks on their next journey, remind the students to fill in the sheet in a safe area. 	<ul style="list-style-type: none"> • How aware am I? worksheet



Am I Thinking?

Read the statements around the circle then, using the guide below, shade up to your answer from the centre of the circle to show how often you do these things. If you find an area to improve on work out what you can do to stay safe:

1st ring (closest to centre) = Never do this

2nd ring = Sometimes

3rd ring = I often do this but occasionally don't

4th ring (on the outer edge) = I always do this

I stop at every road to check it's safe to cross.

I encourage my friends to be safe around roads.

I look both ways before crossing the road.

I give the road my full attention.

I walk calmly across the road.

I cross the road where I can see traffic clearly.

I use zebra crossings, traffic lights and school crossing patrol when possible.

I behave sensibly around roads.

How aware are you?

You will probably have a journey that you often take and know well. This could be going to the shops, grandparents or a friend's house. How much attention do you pay to this route? As you get used to something you may start to go on 'automatic pilot'; this is really dangerous when dealing with road safety. Answer the questions below about your route and check if you were right or fill in any gaps next time you travel – **check these from the pavement in a safe area where you don't block others view.**

Roads



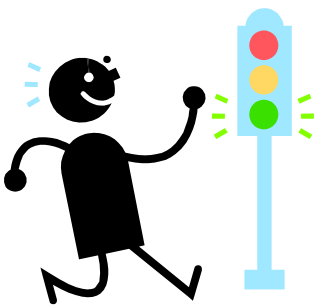
1. How many roads do you cross to get to your destination?

2. How many of the roads have a 30 mph limit?

3. How many of the roads have 40mph or higher limit?

4. Do you have to cross any major roads? _____
5. Where is the most traffic on your journey? _____
6. Are there any road calming schemes, e.g. speed bumps? _____

Safe crossings



7. How many zebra crossings can you use?

8. How many zebra crossings do you use?

9. How many traffic lights can you cross at?

10. How many do you use? _____
11. Do you use this/ would you if it was available? _____
12. Do you find a safe place to cross? _____

Lesson 5 – What does it all mean?

Lesson Overview	- Assess and increase students' knowledge of road signs and other information used by vehicles; use this information to inform their actions around roads.
Lesson Objectives	- Assess students current knowledge around road signs - Give students information around road signs and how they can use this information to stay safe on the roads
Lesson Outcomes	- Increased understanding about road signs and information given to drivers - Increase safety on the roads by using this information to inform their actions

Time	Activity	Resources
Starter		
10 min	<ul style="list-style-type: none"> Teacher led discussion about road markings and signs students might see on the road. How many of these signs do the group understand? By raising awareness and understanding of the road markings and signs the students see on their journeys they will have a greater understanding of road conditions and road safety issues. Ask the group to give the order of traffic lights from red to green and back. Red – Red and Amber – Green – Amber – Red. 	
Main		
20 min 10 min	<ul style="list-style-type: none"> As individuals the group complete the What does it all mean? Worksheet. Go through the worksheet with the group correcting answers, offering further explanation to the signs and how they can increase students understanding of the roads. Answers: Blue circles - 1, 2, 1, 2. Red circles – 1, 3, 2, 2, 1, 1. Warning signs – 1, 2, 1, 3, 3, 1, 1, 3. 	<ul style="list-style-type: none"> What does it all mean? worksheet
Review, reflect and assess		
15 min	<ul style="list-style-type: none"> Students look for road signs a journey. Ask them to draw any signs that they have seen on their route that haven't been part of the quiz and find out their meaning. 	



What does it all mean?

There are many road signs and markings that inform road users what they can and can not do. Most of these are for drivers, but if you are aware of their meaning you can be more aware of potential problems and road conditions. Answer the multiple choice questions below by circling your answer, your teacher will go through the results with you.



Circular signs usually give orders, triangular signs give warnings and rectangular signs give information. One main exception to the rule is the Stop sign, which is an order on a red octagon.

Signs giving orders (These are mainly circular)

Blue circles tell you what you MUST DO.



1. Mini Roundabout (give way to traffic from the right)
2. Spin around
3. Arrows



1. Bendy arrow
2. Turn left ahead
3. Look at that over there



1. Ahead only
2. Up, up and away
3. Look up



1. Look down
2. Keep left
3. You've come the wrong way

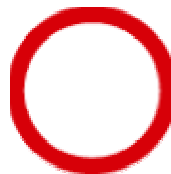
Red circles tell you what you MUST NOT DO



1. No right turn
2. No boomerangs
3. No signs



1. No letter box
2. No looking
3. No entry for vehicles



1. No idea what's up ahead
2. No Vehicles
3. Someone's stolen the picture



1. Stunt team ahead
2. No motor vehicles
3. Empty road



1. No pedestrians
2. Walk where you like
3. Dance!



1. No cycling
2. Cycling allowed
3. Look! A picture of a bike

Warning signs (these are usually triangular)



1. Danger – words describe the danger
2. Oh No!
3. Baseball ahead



1. Dangers in road
2. Crossroads
3. Sword



1. Two way traffic ahead
2. Everyone for themselves
3. Coming or going



1. Tightrope walking
2. Walk on the road
3. Pedestrian crossing ahead



1. Jeremy Clarkson ahead
2. Crazy driving
3. Slippery Road



1. Give way to traffic on major road
2. Give way to pedestrians
3. Give over



1. Cycle route ahead
2. No bikes allowed
3. Missing bike, reward offered



1. Man chasing elephant
2. My spade is stuck
3. Road works

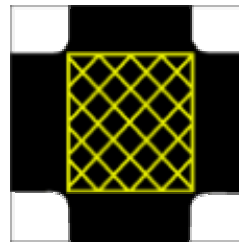
Road markings - Information



Give way to traffic on the major road.



Stop at the STOP line.



Do not enter the box unless your exit road or lane is clear, except to turn right.



Keep school entrance clear.



Vehicles must not over take, wait or park in the zig-zag areas. Pedestrians should not cross the zig-zag lines, they should always use the crossing.