

'My New Journey'

Learning Outcomes

- Pupils will be able to recognise and assess risks, especially in relation to their journey to and from school.
- Pupils will be able to work out a potentially safe route by looking at a map, and recognise that this might be different in reality.
- Pupils will be able to read a bus or train timetable and use it to plan a journey.

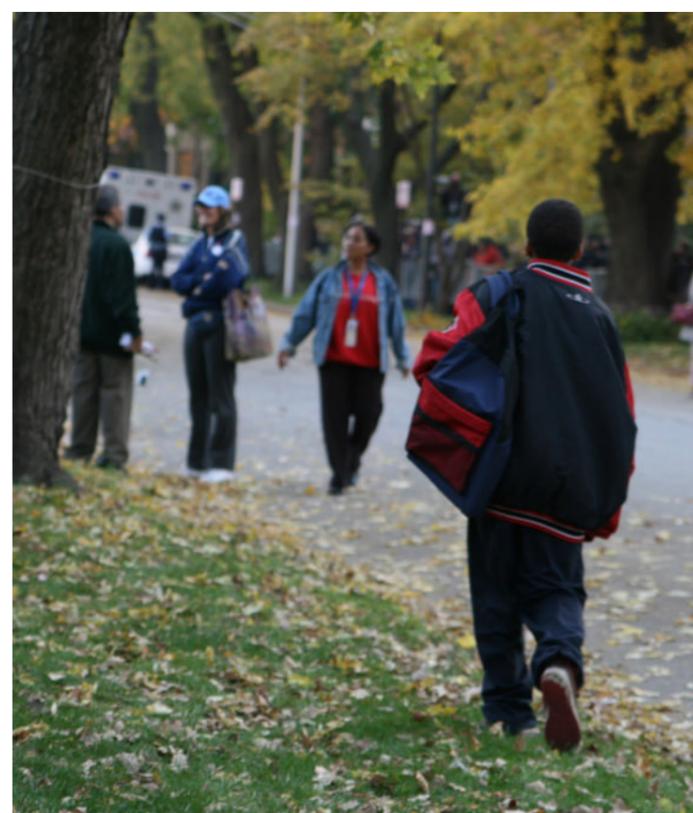
Background Information

After the transfer to secondary school and throughout their first year, students will probably find a change in the degree of trust and freedom allowed by adults. Certainly, students are less likely to be taken to school by parents (unless given a lift in the car) and most will feel uncomfortable about walking to school accompanied by an adult.

The new journey to school marks an important stage of independence for students. Not only has their school journey changed, but also, they will make new friends who may not live nearby. So leisure journeys after school and at weekends are also likely to change. Students may be travelling longer distances, on a variety of routes, and will be less likely to be with an adult.

The activities in this lesson plan are designed to encourage students to assess their route and the potential hazards, and to identify and minimise any risks involved in their journey.

Note: Students who have come from a Primary School which is also a member of **srsCULTURE-Lite**, may have done some of these exercises already – it will not do any harm to repeat them – there will be new classmates to discuss the issues with, it will consolidate prior learning and will assist you to achieve a common baseline of road safety education on which to build future road safety lessons.



Part 1: Risk Diary

By completing this chart pupils will gain an insight into the risks they take everyday, the controls or rules that are in place to control the risks and minimise the dangers, and to assess the most dangerous things they do.

They will probably say things like 'putting a knife in the toaster' could kill you – but most of the risks we take at home are in our control, and in school if we follow the rules that are in place to minimise the dangers we should be fairly safe. Although there are plenty of rules to keep us safe in the road environment (Highway Code etc) we share this environment with lots of other road-users who may not know all the rules or who break them, putting us at risk.

It should work out that the journey to and from school is the most 'life-threatening' because so much of what happens in the road environment is out of our control – we just have to follow the rules ourselves, avoid taking unnecessary risks, behave sensibly and be alert to keep ourselves as safe as possible.

Also consider and compare the traffic patterns outside the school in the morning and the afternoon. Are pupils more tired in the afternoon, and/or more distracted?

'Reactions, Concentration, Distractions'

Part 2: The Survey

Please help students to understand the questions but do not give too much of a lead with the answers you are looking for individual student's personal perception of the dangers/hazards they face, not our pre-conceived ideas as adults.

It is always best practice in any road safety lesson to start from the students' own ideas about risk on the road, to give them a meaningful starting point for their approach to road safety education. They will be far more engaged in the lesson if you can relate it to their personal circumstances and listen to their views than if you preach safe behaviour and dictate rules! For teenagers the words 'road safety' means 'boring'!!



- 'I travel to school with' Friend(s), Mum, Dad, brother, sister etc.
- 'The hazards on my journey are' Explain the word 'hazard' – give clues such as busy roads to cross, heavy traffic, but also ask them to think of anything they are wary of on their journey, not just 'road safety', but personal safety, perceived danger etc (e.g. allotments, dark areas, groups of older students congregating, even bullying – but without putting these words into their heads if possible).
- 'To keep safe on the journey, I'cross at the pelican crossing, wear my seat-belt, keep with my friends, etc.
- 'The risk rating for my journey'Explain the word 'risk' and the rating system if necessary, but the rating they give should be their own perception of the risks involved in undertaking their journey.
- 'I think my journey to secondary school is safer / less safe than my primary school journey because'students should decide this for themselves as individuals – but they should be given the opportunity to discuss the reasons for their decision, either in small groups or as a whole class.

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Part 3: Reading timetables

Children need to learn how to read timetables (in 24hr clock format) and how to work out the journey times 'backwards' i.e. working back from the time they wish to arrive at their destination.

It is worth making some 'bespoke cards' using real bus timetables:

- Collect some bus timetables from the local bus station.
- Make up some different journeys and write these on cards.

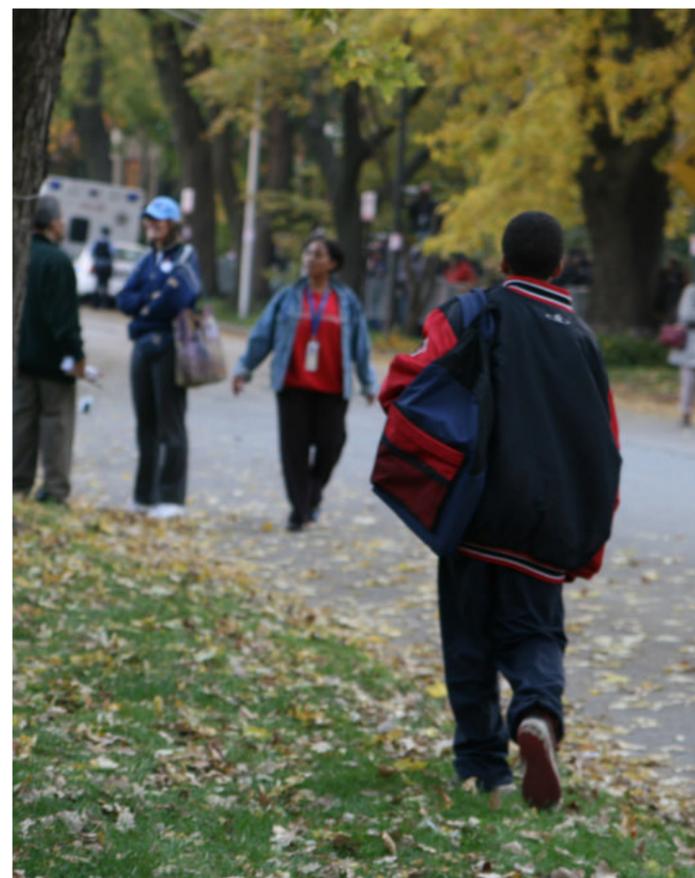
E.g. 'It is the school holidays and you have been invited to a friend's birthday party. They live over the other side of town so it will mean getting two buses – Mum and Dad will both be at work so can't take you and you really want to go as your friend has a swimming pool! The party starts at 2pm and Mum says you can go but you **MUST** be home by 7pm. What number buses do you need to catch? Will you need to catch more than one bus? Will you have to walk part of the journey? What time do you need to leave home to get there by 2pm? What time must you leave the party to get home by curfew?

Make sure the times in the story relate well to the bus timetable so that the journey is possible in reality.

- Give the card to a group of children of similar ability to work out the journey and times – scatter the timetables on a resource table so that they also have to find the correct timetable.

Cards can be made of varying difficulty – you may need some Learning Assistant help! This is a great differentiation exercise for classes with varying ability.

Once they get the hang of it journeys can get ever more complicated, with very able children planning holidays, linking buses and train timetables!!

**Part 3: Looking at maps**

It is important that children are able to read maps as pedestrians – that is when planning a route not to pencil in down the middle of the road, but look at which side of the road they will be travelling along, where are there safe places to cross, and how to avoid the busiest roads (road safety) but also the less safe places such as across the allotments or through the subway perhaps (personal safety).

Part 4: The Outing

Once they have planned a route by map it is a good idea to try to follow it for real, comparing the hazards and safe places identified on the map, to the actual ones encountered. (Adult helpers should be fully briefed on your expectations for this exercise and understand and follow the school's safety policy, such as adult : child ratios, hi-vis clothing if necessary, emergency procedures, parental consent etc).

If you take a bus-route discuss behaviour whilst waiting at bus-stops, how to hail a bus, and when you are on the bus take time to look at 'emergency procedures' which will be displayed prominently – look for the emergency exits and the tools to remove the windows to get out in an emergency.

Debrief, discuss and compare findings on return to school.