

Road Safety Education Pack

Welcome to the EASST Education Pack. This pack is designed to help teach road safety in a variety of formal and informal education settings.

By using the simple, fun, educational activities, teachers and parents can help young people stay safe on the roads.

This pack provides the resources you need to teach children and young people basic road safety principles in an age-appropriate way.

The key principles underlying all the activities in this pack are:

- **Awareness** of traffic and its dangers.
- **Good behaviour** around roads.
- **Making safe choices** to keep you and others safe.

Why Teach Road Safety?

On average more than 500 under 18's die on the world's roads each day. Road crashes are the biggest killer of young people in every world region.

Road safety is vital for children and young people. It is never too early to teach them about basic safety skills. More than 1.2 million people die on the world's roads every year and tens of millions of people are injured or disabled.

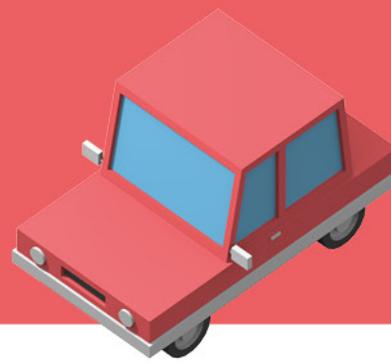
Children are particularly at risk because:

- They are smaller so find it harder to see, and be seen by, drivers.
- They are less able to recognise dangerous situations and lack the maturity to make good decisions about safe behaviour.
- They are physically smaller and so are more likely to be hurt by an impact.

Educators can protect children by teaching life-saving messages and skills. Making young people aware of the risks and providing them with strategies to remain safe are important parts of their development.

Road Safety is a great subject for engaging children and young people. Even the youngest child will know something about it, because everyone uses roads and road safety impacts everyone.





Road Safety Education Pack (cont.)

Introducing the Education Pack

This pack provides stimulating and engaging activities to introduce road safety messages and behaviours.

The pack is split into three sections:

- Under 6s
- 6 – 11 year olds
- 12– 14 year olds

The topics in each section vary according to the target age group, but they all relate to our key principles.

How to Use the Education Pack

Each section of the pack provides age-appropriate resources, along with introductory notes and advice for teachers and group leaders.

These background notes and resources give all the information you need to run road safety sessions with young people.

The resources consist of a mixture of teacher-led ACTIVITIES (lesson plans and exercises), as well as HANDOUTS designed to be copied and given to the children.

The activities and handouts form a road safety education programme that can be incorporated into lessons or after-school activities. We suggest having different activities each week over a number of weeks, and reinforcing road safety messages whenever possible.

The activities and handouts can be used individually, too, to raise specific road safety issues. Each one is a stand-alone exercise for improving safety awareness.

When using these resources, please remember the following points:

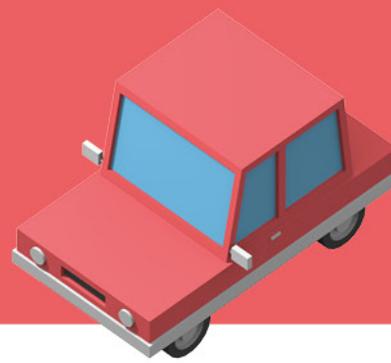
Key Messages

The Teachers' notes for each section outline the **key messages** for the age group. Each exercise also includes key message and objectives. Try to reinforce these key messages at all times.

Active Learning

Children and young people learn best when active and engaged. Try to make your sessions as **interactive** and hands-on as possible.





Road Safety Education Pack (cont.)

Real Life Experience

It is essential for children and young people to learn about roads, traffic and safe behaviour at first hand. Always try to include **outdoor practical activities** in your road safety teaching.

Understanding the Vocabulary

For children to engage fully and understand road safety, they need to be familiar with the relevant **vocabulary**. Make sure the young people you are working with understand the terms you are using. This is particularly important with young children but remains relevant for all age groups.

Diversity

This pack is designed to focus on universally applicable road safety messages and behaviours to keep children safe. However, the children in your group may have **different experiences** of roads and traffic and you may need to adapt your activities accordingly. For example, some children will come from homes where there is no car, or they might live on a street with no pavement. In addition, children in urban and rural areas will face different issues, and their sessions may require a different emphasis.

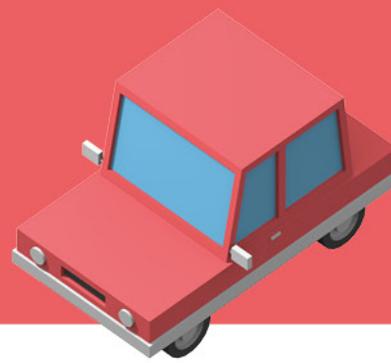
Sensitivities

Group leaders should always check whether there is any child in the group with a family member or friend that has been involved in a serious traffic incident. Special sensitivity will need to be shown in these cases, and it may be appropriate to pre-warn the child's parent or carer so they are able to prepare the child for the activities.

Involving Parents / Carers

In addition to teaching the children, it is vital to include and involve parents with your road safety teaching. Children will be influenced by the behaviour of their parents. This pack includes a letter you can give to parents that makes them aware of what the children have learned and how they can reinforce these messages.





6 -11 year old – Introductory Notes

This section of the pack teaches the following key messages:

Stop, Look and Listen before crossing the road.

Always wear a seat belt.

Be Bright – so that drivers can see you.

Always behave safely in a car.

This section of the pack introduces basic road safety messages to children between 6 and 11 years old. It focuses on awareness of the dangers of traffic, introducing young children to the issues and helping them explore the ideas raised.

Children mature significantly between age 6 and 11, and trainers may need to adapt their sessions depending on the age of the children taking part.

Experts suggest that children under 8 struggle with judging speed and distance and are still developing eyesight and hearing. In addition they tend to be easily distracted and act on impulse. Therefore you may want to integrate some of the activities from the Under 6s pack if you have a group at the younger end of this age range.

Younger children can also be encouraged to think about safe choices, but at this age they should not be making choices on their own. When focusing on the Stop, Look and Listen message, you should remind younger children that they should always be with an adult when crossing a road.

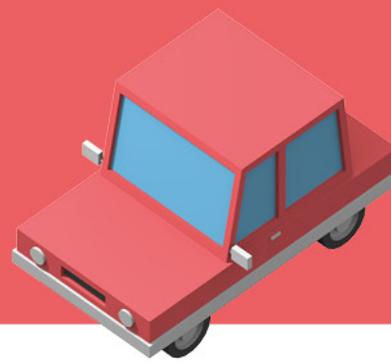
It is essential for children to learn about roads, traffic and safe behaviour at first hand, and the final activity in this section involves taking children on a walk around the local community. Always remember that good planning, close supervision and risk assessment are essential when taking young children near traffic.

Getting Started

The first two activities in this section introduce broad road safety themes to the children and get them to consider their experiences around roads and their ability to recognise hazards.

ACTIVITY: ‘Identifying Hazards’ is a teacher led discussion activity. You will need to take a selection of photos of the local area. Use them to prompt a wide-ranging discussion about a number of road safety issues.





6 -11 year old – Introductory Notes (Cont.)

ACTIVITY: ‘Hands-Up Survey’ This activity builds on the ‘Identifying Hazards’ discussion by reflecting on the children’s own behaviour around roads.

Stop, Look and Listen

This section introduces the ‘Stop, Look and Listen’ message for safe road crossing.

HANDOUT: ‘Stop, Look and Listen’. This is a one-page summary of the five stages of crossing the road. It should be used alongside the other resources in this section.

ACTIVITY: ‘Crossing the Road Safely - Role Play’. This activity is designed to get children to learn the rules of crossing the road in a safe environment.

Once the children have had a chance to look at the handout and take part in the role play, there are a number of exercises to reinforce the ‘Stop, Look and Listen’ message:

ACTIVITY: ‘The Walk Safer Game’ is a fun and active way to consolidate the message.

HANDOUT: ‘Stop, Look and Listen Exercise’ is a worksheet to get the children to focus on the key stages of road crossing.

HANDOUT: ‘Design a Poster’ gets children to focus on the importance of sharing the message with others and uses their creativity.

HANDOUT: ‘Always Hold Hands when Crossing the Road’ is a colouring sheet for the younger children to remind them that they should always be with an adult when crossing the road.

ACTIVITY: ‘Going for a Walk: Putting it All into Practice’. It is important that children get to practice the skills they have learned on real roads. This activity gives you a chance to take the children out for a walk after completing the ‘Stop, Look and Listen exercises.

Always Wear a Seat Belt

HANDOUT: ‘Alisha’s story’ is a story and range of follow up exercises to teach children the importance of wearing seat belts and the consequences of not doing so.

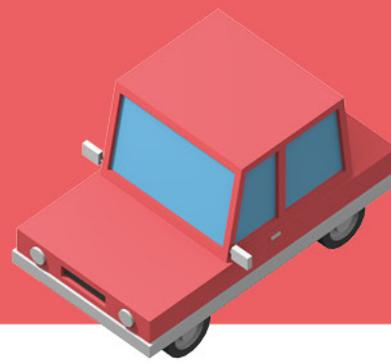
ACTIVITY: ‘Seat Belt Survey’ is a simple activity to get children to think about the use of seat belts and provides an opportunity to discuss the issues around using them.

Be Bright – So That Drivers Can See You

ACTIVITY: ‘Bright is Right’ is a story to read to the children to introduce this issue. The follow up exercises will help you have a structured discussion around the topic.

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6 -11 year old – Introductory Notes (Cont.)

HANDOUT: ‘Colour me Bright’ is a colouring exercise to reinforce the message.

Always Behave Safely in a Car

HANDOUT: ‘In Car Safety Story’. This worksheet introduces the key messages about safe behaviour in cars and gets children to write their own story.

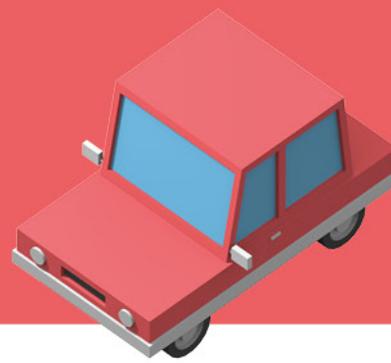
HANDOUT: ‘Safe Behaviour in Cars’ is a worksheet to get children to consider what behaviour is safe or unsafe.

HANDOUT: ‘Spot the Difference’. This is a fun worksheet that pulls together many of the messages throughout the pack. The children need to spot the five differences between the two pictures. The differences in the second picture are:

1. There is a fence and the ball is not heading for the road.
2. The driver is wearing a seat belt and is not waving out of the window.
3. The girl is holding hands.
4. There are leaves on the bush.
5. The mother has a shopping bag.
6. The kerb has been added at the edge of the road.

Remember to reinforce the key messages at all times and to make all your sessions as interactive as possible.





ACTIVITY: Identifying Hazards

Teacher's Notes: This is a teacher led activity. These notes are for the group leader and are not designed to be given to the children.

Time Needed: Up to 45 minutes.

Key Messages: How to recognise hazards and Stop, Look and Listen.

Objective: To get children to recognise hazards, types of traffic, safe and unsafe areas and understand how to use this information to keep safe. It is also an opportunity to discuss issues around crossing roads and the importance of 'Stop, Look and Listen'.

Before starting the activity, take some photos of the local area. Take a variety of pictures to use as the basis of a discussion about hazards, safe places to cross the road, different types of traffic, signs and, if relevant, crossings. The photos should be of places the children will be familiar with and should provide you with a range of scenarios to discuss.

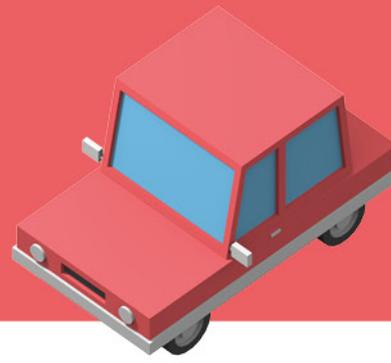
Use the photos to prompt a discussion. Encourage the children to identify hazards and to consider the dangers on the road. Ask the children the following questions:

- Where would be the safest place to cross this road? Why?
- Where would it be dangerous to cross the road? Why?
- What dangers can you see?
- What road signs can you see? What do they mean?
- How many different types of traffic can you see?
- Are there any people? If so, is their behaviour safe or unsafe?
- Are there any vehicles? What are they doing which is safe? Unsafe?
- Might there be hazards you cannot see? Around corners or behind traffic?

Ask the children to relate their answers to real-life situations and to explain how they will put what they have learned into practice.

Get the children to focus on safe places to cross and reinforce the 'Stop, Look and Listen' message.





ACTIVITY: Hands-Up Survey¹

Teacher's Notes: This is a teacher led activity. These notes are for the group leader and are not designed to be given to the children

Time Needed: 30 minutes.

Key Messages: Understanding hazards and how to make safe choices around roads.

Objective: A survey to get children to consider road safety conditions and ways that they can enhance their own safety.

This is designed to be a group activity. The group leader should discuss the local road conditions with the children. The survey is an opportunity for the children to express their views on the issues and a way to get them to think about how to keep safe.

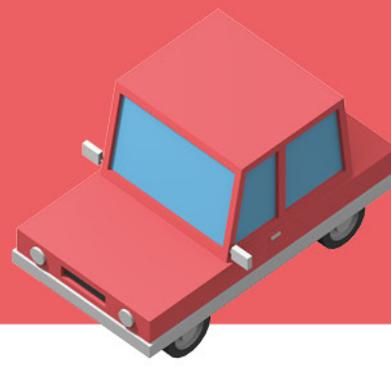
The questions should be asked to all the children. The children should raise their hands to answer 'yes' or 'no'. The group leader should make a note of the answers.

Questions	Yes	No
Do you think local roads can be dangerous for young people?		
When walking locally, do you worry you might be hurt by traffic?		
Have you ever been hit or nearly hit by a vehicle?		
Should the route between your home and school be made safer?		
Do you think the traffic on local roads sometimes goes too fast?		
Have you ever been in a car with a driver who has gone too fast?		
Have you seen drivers using their phones in the local area?		
Have you ever been in a car with a driver who was using their phone?		

¹ This activity is adapted from a resource originally published by Brake, the road safety charity, and we are grateful for their permission to reproduce it. www.brake.org.uk and www.roadsafetyweek.org



ROAD SAFETY EDUCATION PACK



6-11

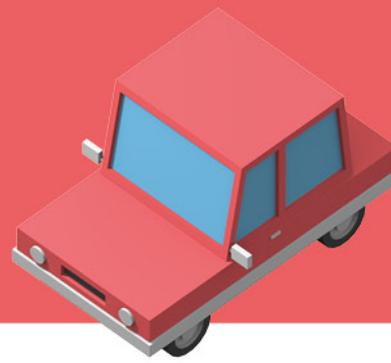
Hands-Up Survey (Cont.)

Once the children have answered the questions, get them to reflect on their answers and the issues raised.

Areas you might like to explore include:

- What are roads like around school and home?
- Are there any safety features to help protect people? Should there be more?
- Where are the most dangerous spots for pedestrians?
- When is it hardest for drivers to see you?
- What could you do to be safer?
- What could drivers do to protect you?

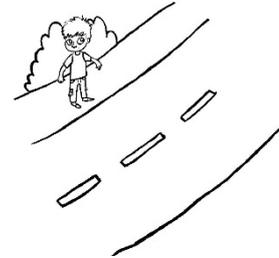




HANDOUT: Stop, Look and Listen

Find the safest place to cross

Find a place where you can see in all directions, and where drivers can see you. Never cross on a bend in the road.



Stop

Stop just before you get to the kerb. Do not get too close to the traffic.

Look

Give yourself lots of time to have a good look all around for traffic.

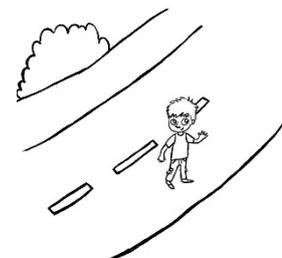


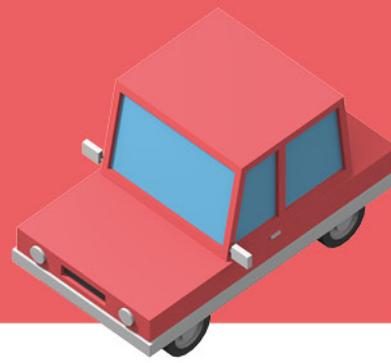
Listen

Listen carefully because you can sometimes hear traffic before you can see it.

When it is safe, cross

Cross when there is a safe gap and plenty of time. Keep looking and listening while you cross.





ACTIVITY: Crossing the Road Safely - Role Play²

Teacher's Notes: This is a teacher led activity. These notes are for the group leader and are not designed to be given to the children. You may wish to use the 'Stop Look and Listen' handout with this exercise.

Time Needed: Around 30 minutes.

Key Messages: Safe behaviour around roads and 'Stop, Look and Listen'.

Objective: This is a role play activity based on the 'Stop, Look and Listen' message. It aims to get children to practise crossing roads in a safe environment.

The aim of this activity is to get the children to take part in a role play exercise where they go on a journey and act out crossing the road in different ways.

Conduct this activity in a hall or classroom. Use coloured tape or chalk to mark out a road and pavement on the floor – and get the children to think about the hazards there might be in a real life situation.

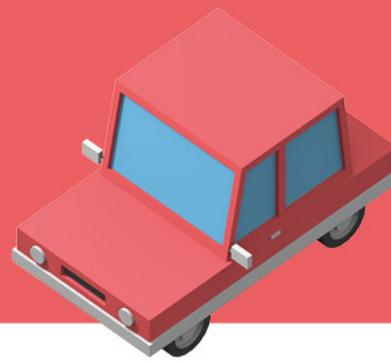
Before you start make sure the children are familiar with the five stages of 'Stop, Look and Listen':

- Find the safest place to cross.
- Stop: Stop at edge of the kerb or road.
- Look: Give yourself lots of time to have a good look all around.
- Listen: Listen carefully. You can sometimes hear traffic before you can see it.
- When it is safe, cross. Look and listen as you cross.

Ask the children in pairs to act out crossing the road whilst holding hands. Make sure they demonstrate all five stages.

² This activity is adapted from a resource originally published by the UK Department of Transport's Think! Campaign and we are grateful for their permission to reproduce it. <http://think.direct.gov.uk>





ACTIVITY: The Walk Safer Game³

Teacher's Notes: This is a teacher led activity. These notes are for the group leader and are not designed to be given to the children.

Time Needed: 15 minutes.

Key Messages: Safe behaviour around roads and 'Stop, Look and Listen'.

Objective: Use this activity to reinforce the messages that you have discussed in earlier activities.

This is an action game. You will need to teach the children a set of actions they must do when instructions are called out in a random order. Children need to spread out in a hall or room. The instructions and actions are as follows:

- Single file! [All get in a line one behind the other]
- Hold hands! [Hold hands with nearest person]
- Use the pavement! [Go to the side of the room indicated]
- Stop, look and listen! [Stand still, quietly, looking all around, ready to cross]
- Walk across! [Walk as if crossing a road, looking all around]

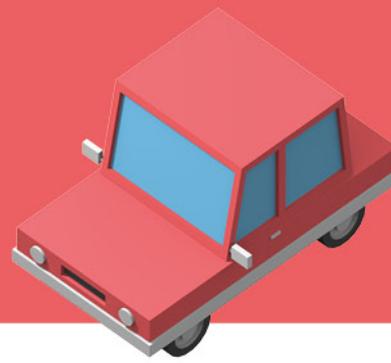
To play the game, show the children the actions and let them practise each one. Then start to call out the instructions in random order. The idea is not to be the last child to do the action (but in this case no one is out).

Start slowly and speed up as the children get more familiar with the actions.

Finish the game by letting children rest and asking them questions such as why they need to walk in single file on narrow country lanes and why it is important to hold hands near roads.

³ This activity is adapted from a resource originally published by the UK Department of Transport's Think! Campaign and we are grateful for their permission to reproduce it. <http://think.direct.gov.uk>





HANDOUT: Stop, Look and Listen Exercise

Below are the five stages of crossing the road. Put them in the correct order.

Listen:
 Listen carefully. You can sometimes hear traffic before you can see it.

1st

Stop:
 Stop at the edge of the kerb or road.

2nd

When it is safe, cross.
 Look and listen as you cross.

3rd

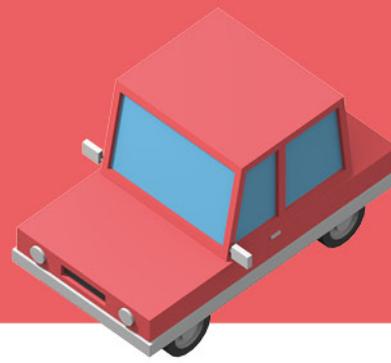
Find the safest place to cross.

4th

Look:
 Give yourself lots of time to have a good look all around.

5th

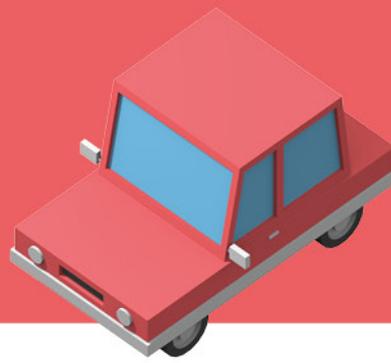




HANDOUT: Design a Poster

Design a poster to remind other children to 'Stop, Look and Listen'.

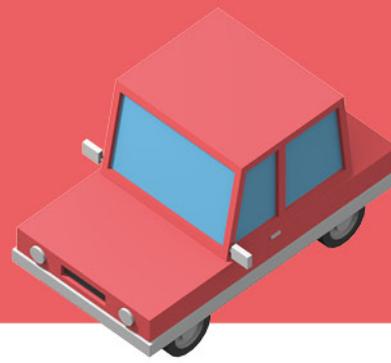




HANDOUT: Always Hold Hands when Crossing Roads

Colour the picture below. Remember always hold hands with an adult when near a road.





ACTIVITY: Going for a Walk - Putting it all into Practice

Teacher's Notes: This is a teacher led activity. These notes are for the group leader and are not designed to be given to the children.

Time Needed: Around 1 hour.

Key Messages: Safe behaviour around roads and 'Stop, Look and Listen'.

Objective: To get the children to put the road safety lessons they have learned into practice by going out in the local community and practise crossing roads. You should make sure that all the children are familiar with the 'Stop, Look and Listen' message before setting out.

This activity involves taking the children in small groups for a short walk to enable them to get real-life experience of crossing roads and recognising hazards.

Planning the Walk

Ask the children to suggest a destination and a route. Make sure the route includes two or three opportunities to cross a road.

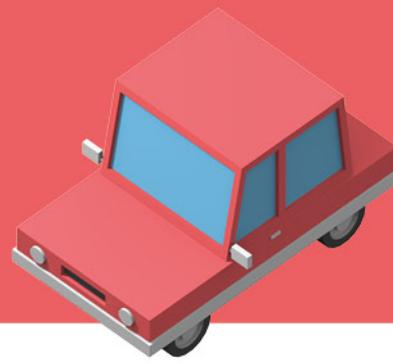
Before setting off, talk to the children about what they think they will see and the hazards they might encounter. Ask the children to consider the following questions:

- Which hazards could cause harm?
- What can they do to keep safe?
- Who can help the children to be safe while they are out and about?

Get the children to create some rules for the walk. These might include:

- Stay with an adult and hold hands with a partner.
- Stay away from the edge of the road.
- Wait at the kerb until it is safe to cross.
- Always Stop, Look and Listen.





ACTIVITY: Going for a Walk: Putting it all into Practice (Cont.)

The Walk

Remind the children of the route and their rules for keeping safe. Divide the children into pairs and head out.

On the walk, make sure you have an adult at the front and back of the group.

Ask the children to look around them and to describe what they can see:

Traffic? Parked cars? Junctions? Crossings? Trees? Road signs? Is the road curved or straight? Is the traffic moving quickly or slowly?

When you are ready to cross the road, get the children to suggest a safe place to cross. Ask them to describe the scene and the hazards. Make sure the children wait for a safe gap in the traffic before crossing the road.

When crossing the road, make sure they follow the five stages:

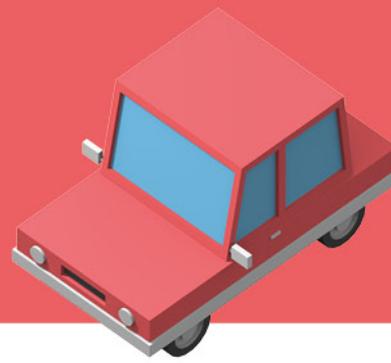
- Find the safest place to cross.
- Stop: Stop at the edge of the kerb or road.
- Look: Give yourself lots of time to have a good look all around.
- Listen: Listen carefully. You can sometimes hear traffic before you can see it.
- When it is safe, cross. Look and listen as you cross.

After the Walk

Ask the children to reflect on the walk and consider the following questions:

- What did they see and hear?
- What helped them to stay safe?
- What hazards did they come across?
- Can they remember the rules for staying safe when crossing the road?





HANDOUT: Story time - Alisha's Story⁴

If I was a bird I could go anywhere ... like when I close my eyes. Way up high in a blue, blue sky. Far, far away in warm, beautiful sunshine. Dancing on air to the lake.

This is the worst time. If I listen really hard I can hear my friends. They will be going to school. Lucky things. I wish I was. I wish I could go out in the sunshine. Just to watch the others play. I can hear them after school and when they are running around. Laughing.

When I feel sad I practise my flute. Music makes me happy. I can't hold it up at the moment or take deep breaths. I'm too sore... It's just not fair. I hate it.

I can't stop thinking about what happened. We all went to the lake. It was going to be brilliant.

It was so sunny. So hot in the car. So hot. Heavy, sweaty seatbelt... Can you see that? That's the lake! And..? I'm going to splash in the water. Cool, cool water. Feel the wind in my hair. Nearly there. Yaaay! Car park! Everybody out! "Not yet!" says Mummy.

Undo seatbelt – too hot – want to see better... Yaaay; I can see.

Scary. I shot right out of my seat and banged my head.

All I know is that my arm aches a lot and my chest really hurts when I breathe. Apparently, I've pulled a muscle or two. Mummy was ok... and the others were frightened but ok. They had their seatbelts to save them. The cars were only going slowly but I was so scared.

When I asked him, Daddy said 'Yes the car will take lots of money to fix. No, not millions... but a lot of money'.

The other car was looking for a space too but the lady was going the wrong way... I'm not allowed to see my friends now because we all get too excited. They came a couple of times but they made me laugh a lot and that makes my chest really hurt.

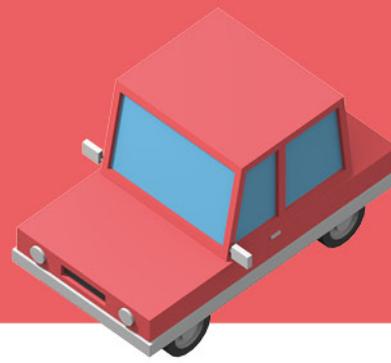
I was lucky. It could have been a lot worse. But my chest hurts and I can't hold my flute because my arm is so sore... I can't do anything I want to. I won't see the lake again. Not for a long time anyway.

If I was a bird I could fly away and never be lonely again. All I did was take off my seatbelt. Stupid, stupid me. It's just not fair.



⁴ This resource was originally published by the UK Department of Transport's Think! Campaign and we are grateful for their permission to reproduce it. <http://think.direct.gov.uk>





ACTIVITY: Alisha's Story - Follow up Exercises

1. What did you learn from the story?

2. How did it make you feel?

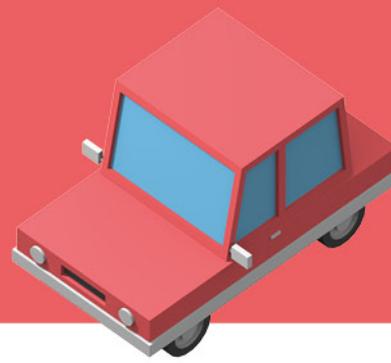
Radio Interview

Alisha was visited by the local radio station who interviewed her about the collision. Can you imagine what Alisha might say and write her answers below?

Reporter: Hello Alisha, can you tell us a little bit about yourself?

Reporter: Now, you were recently hurt in a road collision. Can you tell me what happened?



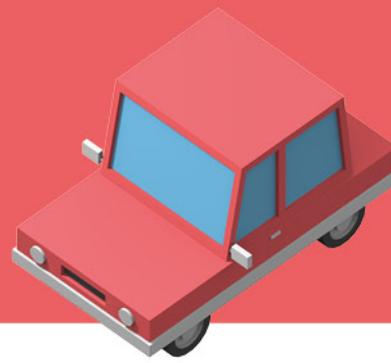


ACTIVITY: Alisha's Story - Follow up Exercises

Reporter: Well, I can see that you have to stay in bed for some time because of your injuries. How else has this collision affected you?

Reporter: What advice can you give to other children about being safer in cars?





ACTIVITY: Seat Belt Survey

Teacher's Notes: This is a teacher led activity. These notes are for the group leader and are not designed to be given to the children.

Time Needed: 1 hour.

Key Messages: Safe behaviour around roads and always wear a seat belt.

Objective: To get children to understand the importance of wearing a seat belt and how they can adapt their own behaviour to make themselves safer.

This activity involves taking the children in a small group to a local road junction to observe seat belt use.

Choose a road or junction where there is a safe place for the children to stand and a steady flow of traffic.

Ask the children to think about what they want to survey and draw up a tally sheet before they set off. Talk to them about what they might see and suggest they might look for:

- Drivers not wearing seat belts
- Front seat passengers not wearing seat belts
- Back seat passengers not wearing seat belts.

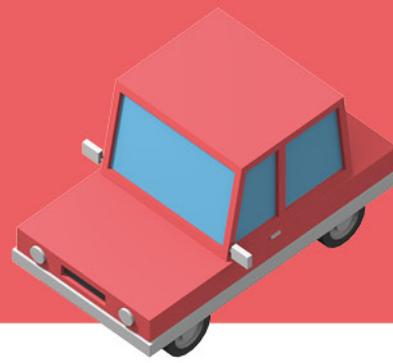
Before setting off, make sure the children understand the rules for staying safe and remain with an adult at all times.

After the Survey

Once the children have completed their survey, bring them together to discuss their findings and to reflect on what they saw. They might want to consider:

- Were drivers wearing seat belts? What percentage or numbers?
- Were front seat passengers wearing seat belts? What percentage or numbers?
- Were back seat passengers wearing seat belts? What percentage or numbers?

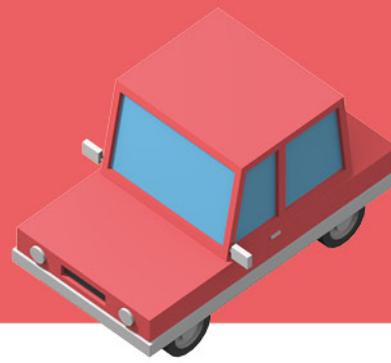




Seat Belt Survey (Cont.)

- Did the children spot any trends when doing the survey? Different behaviour between young and old? Men and women? Adults and children?
- Can the children explain why you should wear a seat belt?
- Do they always wear a seat belt? Has their view changed?
- How can they encourage friends and family to wear a seat belt?





ACTIVITY – Story time: Bright is Right⁵

Teacher’s Notes: This is a teacher led activity. These notes are for the group leader and are not designed to be given to the children.

Time Needed: 30 minutes.

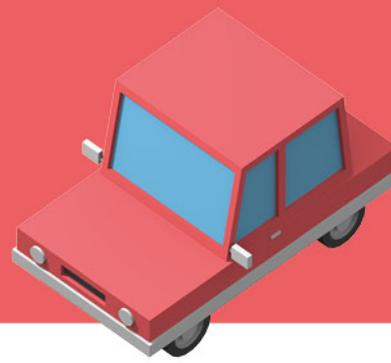
Key Message: Be Bright – so that drivers can see you.

Objective: To read the story to the children and discuss the issues raised in the Follow Up activities.

It was the day before the party at Amy’s friend’s house.
 Amy was excited. ‘Dad, can I wear my new black party dress? And can we walk there?’
 ‘Well, now that you’re four I think that’s OK,’ said her dad. ‘It is not far, just down the road’
 ‘Whoopee!’ Amy danced about. She loved her new dress.
 The next evening was the night of the party. She put on her black dress and black shoes.
 ‘You look very smart’ said Dad. ‘But you have to wear your reflective armband.’
 He held up two white bands. ‘But that will spoil my outfit’ said Amy, pulling a face. ‘It’s not smart.’
 ‘But it will keep you safe,’ said dad. ‘It helps drivers to see you at night.’
 Dad put on his band and Amy did too, but she wished she could make it disappear. It was very dark outside and cold. Amy was excited but she held on to her dad’s hand.
 Amy heard some children laughing up ahead. It was hard to see in the dark but they sounded like her friends, Sam and Peter. Then she saw them. They were dressed in smart trousers and dark coats. Amy called to them and they waited for her on the pavement.
 Suddenly, dad shouted, ‘Watch out!’
 A car was reversing out of a driveway towards Sam and Peter. Their mum saw it just in time and pulled the boys out of the way.

⁵ This resource was originally published by the UK Department of Transport’s Think! Campaign and we are grateful for their permission to reproduce it. <http://think.direct.gov.uk>





Bright is Right (Cont.)

The car driver stopped. 'You nearly hit us,' said the boys' mum. She sounded cross.

'I'm really sorry, I just didn't see you,' said the driver. 'You're all wearing black.'

Amy looked at her dad and they walked very quietly to the party.

The next day was nursery. Amy got dressed in her brightest clothes and put on her coat with the bright yellow stripe on it.

'You're very colourful,' said dad.

'I want to make sure that drivers can see me' said Amy.

'Clever girl,' said dad. 'Day or night, bright is right!'



Follow Up Exercises

Once you have read the story to the children, discuss the following questions:

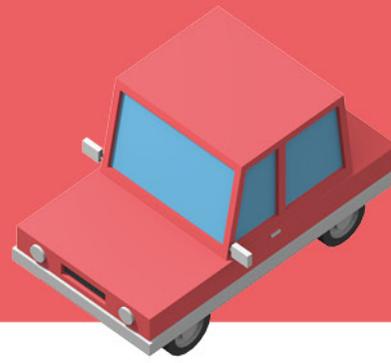
- Why was Amy dressed in black?
- Where was she going?
- What happened to Peter and Sam?
- Why did the car nearly hit them?
- Why did Amy wear bright clothes the next day?

Talk to the children about the clothes they are wearing now.

Who is wearing bright clothes? Who is wearing dark clothes?

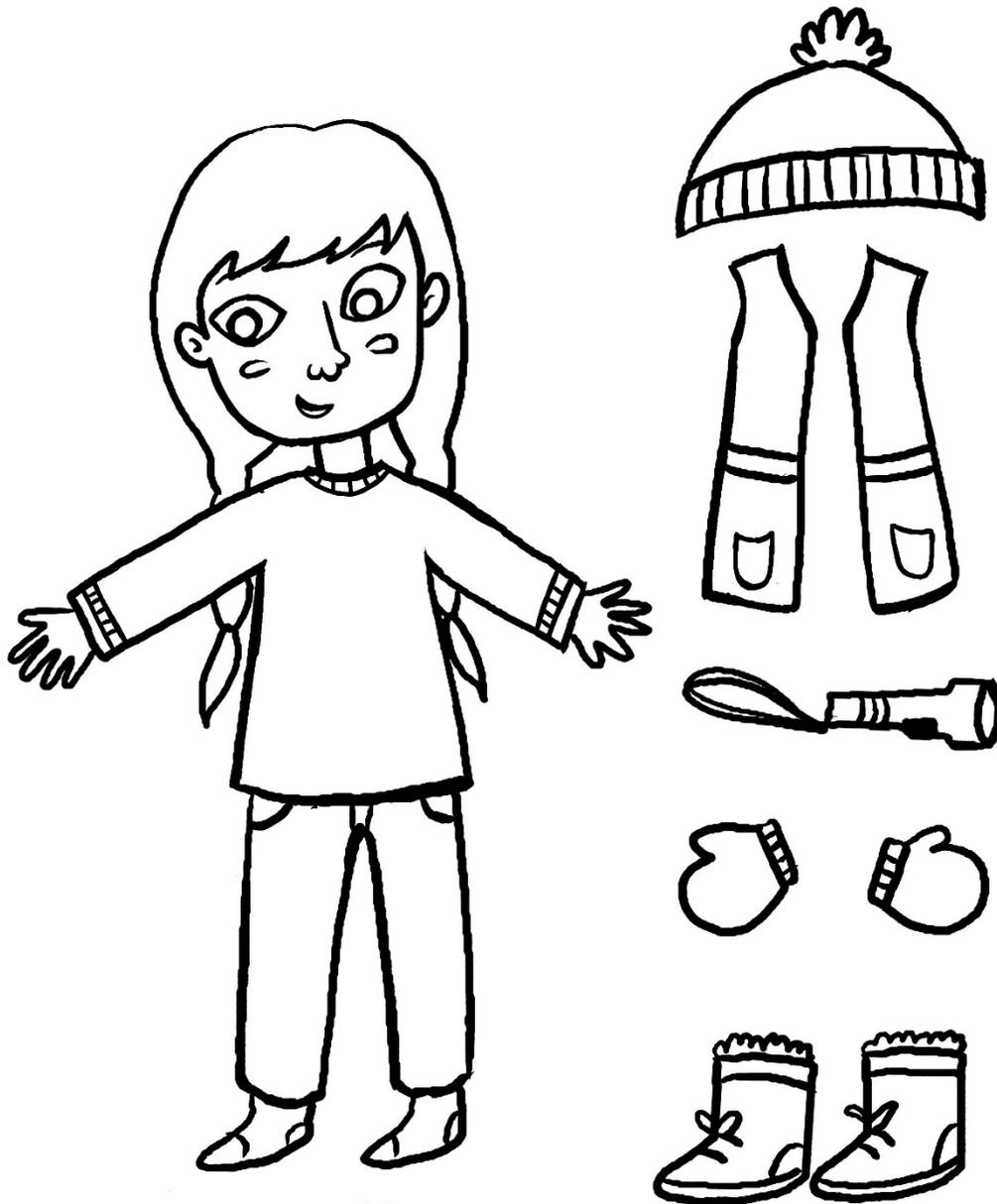
Talk about how bright clothes can help drivers to see you when you are near traffic and how it can keep children safe. Which child would it be easiest for a driver to see?

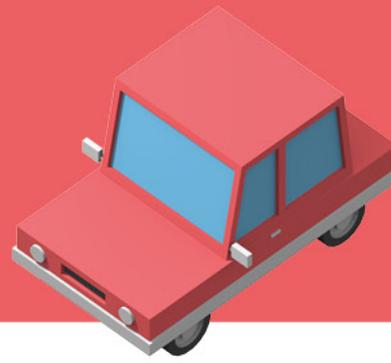




HANDOUT: Colour Me Bright

Colour the clothes in bright colours so that will be easy for drivers to see. Then cut the clothes out and stick them on the girl so she will be safe when out and about.





HANDOUT: In Car Safety Story⁶

Below are six key rules about how to behave when in a car.

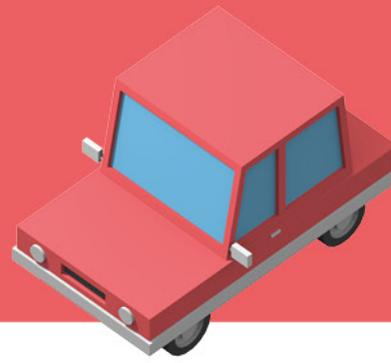
- Always wear a seat belt
- Never lean or wave out of the window
- Do not block the driver's view in the mirror
- When you get in or out, use the door on the side furthest from the traffic
- Do not touch the door handle when the car is moving
- Do not distract the driver

Choose one of these rules and create a short road safety story about it. Think of a story that involves a car journey where a child nearly gets hurt.

Draw a series of pictures with captions to tell your story. There should be a clear safety message at the end.

⁶ This activity is adapted from a resource originally published by the UK Department of Transport's Think! Campaign and we are grateful for their permission to reproduce it. <http://think.direct.gov.uk>





HANDOUT: Safe behaviour in cars⁷

When travelling in cars it is important to behave correctly to keep safe and to prevent accidents.

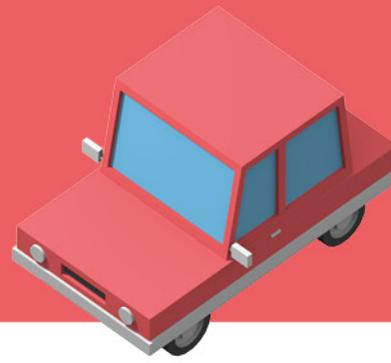
- Always wear a seat belt
- Never lean or wave out of the window
- Do not block the driver's view in the mirror
- When you get in or out, use the door on the side furthest from the traffic
- Do not touch the door handle when the car is moving
- Do not distract the driver

Look at the pictures below and decide if the behaviour shown is safe or unsafe.

	<p>Is this behaviour safe or unsafe? Why?</p> <p>If unsafe, how could it be made safer?</p>
	<p>Is this behaviour safe or unsafe? Why?</p> <p>If unsafe, how could it be made safer?</p>

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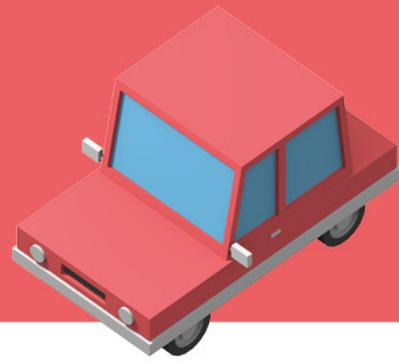




Safe behaviour in cars (cont.)

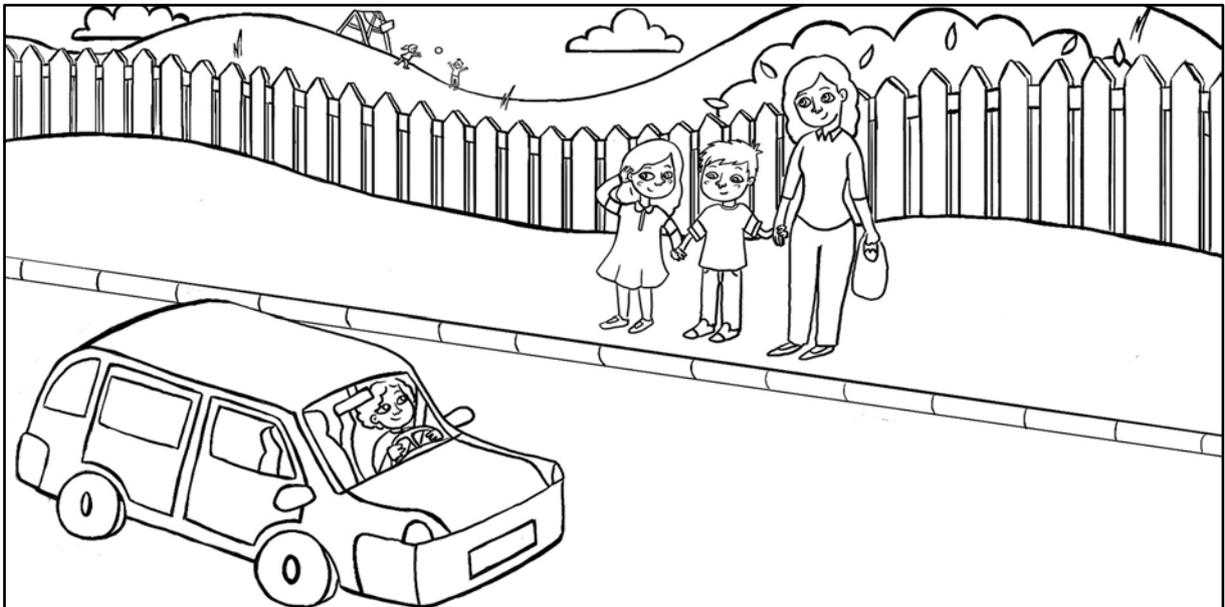
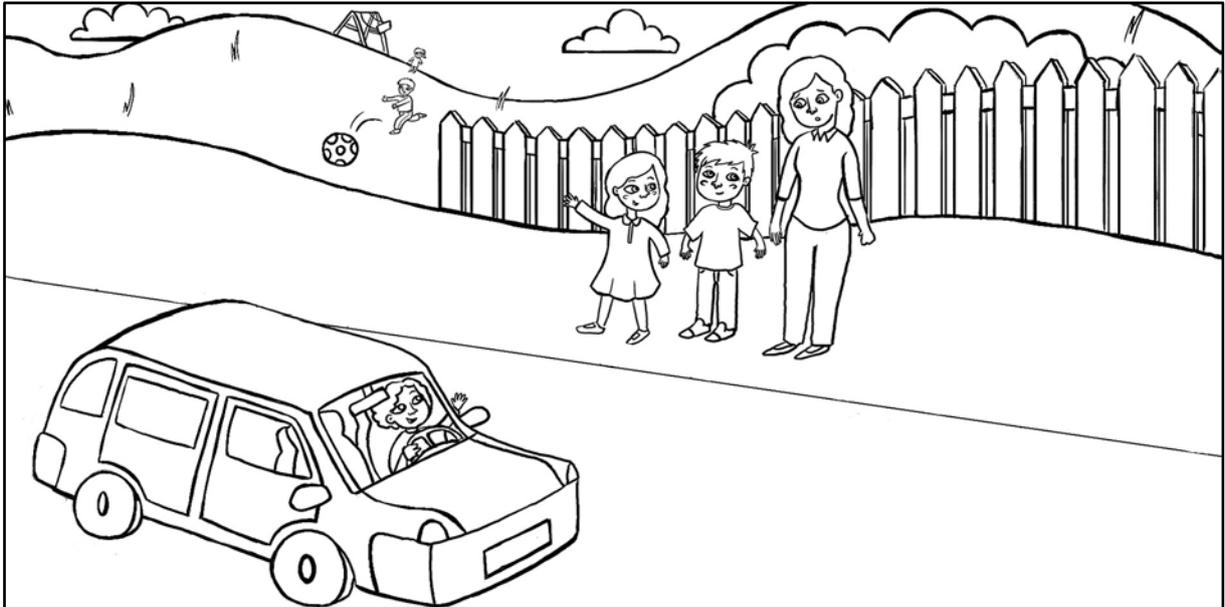
	<p>Is this behaviour safe or unsafe? Why?</p> <p>If unsafe, how could it be made safer?</p>
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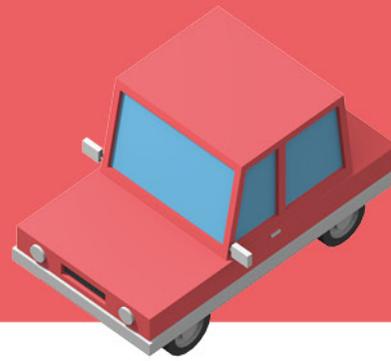


HANDOUT: Spot the Difference

Can you spot the six differences between these two pictures?



ROAD SAFETY EDUCATION PACK



6-11

Dear Parent

Your child has been learning about road safety as part of a project to reduce the number of road casualties.

The children have been taking part in a range of activities including games, creative tasks, storytelling and practical exercises.

These activities have been teaching them how to keep safe around roads and have focused on the following messages:

Stop, Look and Listen before crossing the road.

Be Bright – so that drivers can see you.

Always behave safely in a car.

Always wear a seat belt.

Please talk to your child about what they have been doing today. I am sure they will be keen to tell you about what they have learned.

Children learn best from practical experience, so you can play a vital role in keeping them safe by talking about these issues whenever you are out and about. Please do emphasise these road safety messages at every opportunity. As a parent you are an important role model for your child.

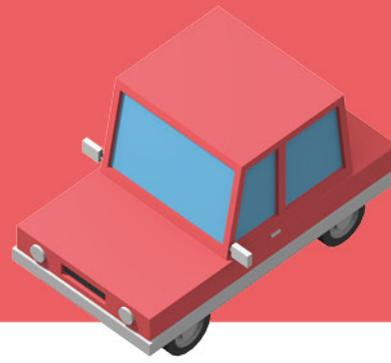
In addition, setting a good example for young children through your own behaviour on the road and in the car will help them learn good safety skills and apply them throughout their lives. Please keep yourself and your children safe by reinforcing the messages we have been learning today.

Thank you for your support and keep safe!

[Insert name / organisation]



ROAD SAFETY EDUCATION PACK



6-11

Acknowledgements

The Eastern Alliance of Safe and Sustainable Transport are grateful to the following organisations for supporting the development of this pack.



Brake, The Road Safety Charity
www.brake.org.uk and www.roadsafetyweek.org



European Bank
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The European Bank for Reconstruction and Development
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FOUNDATION

FIA Foundation
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UK Department of Transport, Think! Campaign
think.direct.gov.uk



Youth for Road Safety
www.youthforroadsafety.org

