Educational resources for primary schools
Introducing Brake’s Kids Walk

This summer, thousands of children aged 4-11 from across the country are taking part in Brake’s Kids Walk and putting their best feet forward to promote road safety and the benefits of walking.

The children will take part in a short, supervised walk at or around their school to highlight the importance of kids being able to walk without fear or threat from traffic. They will walk in pairs in crocodile formation, while holding hands, to emphasise the importance of being able to walk without fear or threat from traffic.

At Brake, we believe it is every child’s right to be able to walk in their community without fear of traffic and pollution. Danger from traffic is a big factor in whether families are able to walk safely in the places where they live. It affects their ability to be healthy and socially active. Children of all ages are at risk of being hurt or killed when walking near roads. In 2016, 902 children aged between five and 11 were killed or seriously injured on roads in Britain; 609 of these were pedestrians. On average, five children are killed or seriously injured on roads in Britain every day – that’s equivalent to a whole class of children every single week.

For children to walk safely in their communities, they need their journeys to be safe. They need footpaths, cycle paths, safe places to cross, slow traffic and clean traffic.

The lesson plans

Our lesson plans complement the other resources in your action pack and will help you to teach your children clear, consistent and effective road safety messages. The lesson plans incorporate various teaching strategies and link to national curriculum requirements for a number of subjects.

Contents:

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1</td>
<td>KS1_Introducing basic road safety concepts</td>
<td>3-5</td>
</tr>
<tr>
<td>Lesson 2</td>
<td>KS2_Debating road safety topics</td>
<td>6-9</td>
</tr>
</tbody>
</table>

Extension activities:

1. We want... Safe places to cross
2. We want... Clean traffic

Reference

1. RACGB Table RAS 3.0302.4. Reported casualties by age band, road user type and severity, Great Britain, 2016
Lesson overview
An introduction to basic road safety concepts and a discussion about five key things that children need to enable them to walk and cycle safely in their community.

Aims:
- To raise awareness of road safety
- To introduce a number of road safety key words
- To encourage children to talk about road safety issues that affect them

Objectives:
- To learn that traffic is dangerous
- To talk about how to walk safely near roads
- To talk about how to cross roads safely

You will need:
- The five posters from your action pack showing that ‘We Want… Footpaths, Cycle paths, Safe places to cross, Slow traffic and Clean traffic’
- Colouring sheets and activity sheet from your action pack [don’t forget to photocopy additional ones]

Let’s talk about road safety
In small groups, or as a whole class, talk about some of the following points. Use the posters in your action pack or the images on page 5 to support your discussions.

Road safety key words
Introduce the following road safety keywords: hold hands, road, car, stop, look, listen, kerb, pavement, danger, traffic, crossing.

We want… Footpaths
- We need to move our bodies to be healthy. Walking is a good way to move to stay healthy.
- Walking is a fun way to hang out with friends and family too.
- Talk about the danger of traffic, and explain that a car is hard and heavy and can hurt them.
- Explain that sadly many people on foot have been hit by traffic and have been hurt or have died. Say that this is why it’s important to have separate paths for people to walk away from traffic.
- Talk about why it’s important to hold hands with a grown-up and to stay away from the kerb.

We want… Cycle paths
- Like walking, cycling is a good way to move our bodies to stay healthy.
- Cycling is a fun way to hang out with friends and family too.
- Talk about the danger of traffic, and explain that a car is hard and heavy and can hurt them.
- Explain that sadly many people on bicycles have been hit by traffic and have been hurt or have died and this is why it’s important to have separate paths for people to cycle away from traffic.
- Talk about why it’s important to always wear a cycle helmet (to protect your head if you have a bump).
- If more people walked and cycled, there would be fewer cars on the roads and less pollution.
- Children under the age of 8 should not cycle on the roads.

We want… Safe places to cross
- See how many different types of crossing places your children can think of. (See extension activity 1 for more information about crossing places.)
- Talk about why it’s important to cross the road at safe places such as zebra crossings or where there is a school crossing patrol (lollipop man or woman).
- Explain that when it comes to road safety, red means stop. Talk about traffic lights and pelican crossings and explain that the red man means that it is not safe to cross the road and they must stop and wait.
- Talk about why young children should always hold hands with a grown up to cross the road and why we should never cross the road between parked cars.

We want… Slow traffic
- When traffic is fast, it’s difficult to see it coming… and difficult to get out of its way.
- The faster a car is travelling, the longer it takes to stop.
- If a vehicle crashes into people walking or cycling, it hits them very hard, or runs them over and squashes them.
- Sometimes their legs or arms are hurt and don’t work anymore. Sometimes people die. This can sometimes happen if their brain or heart has been badly hurt. If a car hits another car, it can hurt the people inside the cars.
- Fast traffic is noisy and can make it difficult for people to hear each other.

Continued→
Lesson 1
(continued)

We want... Clean traffic
• All vehicles have engines and most engines use a special type of oil to make them go.
• After making the engine go, the oil turns into a smelly smoke that you can sometimes see coming out of a pipe at the back of the vehicle. This is called the exhaust pipe.
• The smoke that comes out of the back of vehicles has gases and sooty bits in it.
• Traffic smoke is bad for our health. Smoke that comes out of vehicles is bad for us to breathe and can make us ill. It smells horrid too.
• Most cars on our roads still use petrol or diesel but new vehicles are being invented that are powered in different ways, for example using electricity. Electric vehicles are quiet and clean.

Questions
Ask your children to answer some of the following questions:
1. How does fast traffic make you feel?
2. Have you seen traffic travelling too fast near where you live/near our school?
3. How do you normally travel to school?
4. Where do you cross the road?
5. What do you think we need in our community/near our school to encourage more people to walk and cycle?

Activities
Use the colouring sheets and activity sheets in class to reinforce their learning and continue talking about road safety.
Use the images on this page or the posters in your action park to support your discussions about road safety.
Lesson 2

Debating road safety topics

Level: Key stage 2

Lesson overview
The class will discuss various issues and viewpoints surrounding the health and planet-saving benefits of walking and will learn how to convey their ideas and their own decisions and beliefs through a classroom debate and beyond.

Aims:
• To teach children about exploring own and others’ opinions through a democratic debate

Objectives:
• To explore the concept of fairness and how people decide what is fair and unfair
• To explore the process of debate and compromise in group decision-making

Preparation
• Before the session, prepare a set of statements (like those found below and on pages 8 and 9) for each group of three to five students. Each group discusses the same set of statements.

Lesson outline

1. Explain to the class that they are going to be working in small groups to discuss a set of statements. For each one they will have to decide, as a group, whether they think the statement is fair, unfair or if they are unable to decide. Ask the groups to look at each slip of paper in turn and place it in a ‘fair’, ‘unfair’ or ‘don’t know’ pile. Approximately 10 minutes.

2. Ask the pupils to present their answers as a group to the rest of the class. Ask the groups how they made their decisions. Approximately 10 minutes.

3. Come together for a class discussion. Establish on which point everyone agrees and on which there are a range of opinions. Point out that people do not always agree on what is fair and not fair. Introduce the concept of compromise and point out how people need to find ways to work together when they have different viewpoints. Approximately 10–15 minutes.

4. Discuss each statement (or a selection of them) and the difference in opinions. Call for a show of hands for Fair, Unfair or Undecided – so voting is based on an understanding of all the issues – and record the outcomes on the board. Approximately 10-15 minutes.

5. Point out that we live in a democratic society where everyone can try to change things and get their message across but in a large group there is often a difference of opinion as to what is fair and unfair. Point out that voting, after a discussion, is a good way of making a decision as a group. Ask the class if they know of any methods of voting, such as: show of hands, division (moving to one side of the room), secret ballot, placing marbles in a jar, etc.

6. Ask the class what their understanding is of the words ‘majority’ and ‘minority’. Stress the importance of discussion and listening to others so that voting is based on understanding of all the issues.

Statements
• Children should not cross the road by themselves
• Children should walk to school with an adult
• Cars should not drive faster than 20mph in areas where people live
• Children should cross a road only where there is a pedestrian crossing
• Children should not have a mobile phone in their hands when walking to school
• Walking and cycling should be made easier and safer in communities
• If more people walked and cycled instead of driving there would be fewer road crashes and less pollution
• Parents should not drop their children off outside school
• Parents should not be allowed to use their cars for taking children to school
• Towns and cities should ban heavily polluting vehicles

Continued→
Follow-on lesson – How democracy works
(Making decisions as a group)

Aims:
• To learn about a democracy by making decisions as a group

Objectives:
• To debate road safety and demonstrate the democratic and voting process further using a school council context.

Outline
The class will create a road safety council, debate road safety and elect a chairperson to oversee the discussions and ensure everyone gets a chance to speak. The teacher could be secretary and take notes.

The class could sit around a ‘board table’. Explain that the chairperson can have a ‘casting vote’ if the council votes with equal numbers for and against any proposed motion.

Depending on how far along the groups are and how much time you have, you could include the following:

• The proposal can be formally written down before voting
• The voting method can be discussed – show of hands or secret ballot.

Bring the class back together and explain that they have just been involved in a ‘democratic process’ – making a joint decision in a fair and thoughtful way.

Ask the class:
• How did they reach their decision?
• Did they have disagreements and how were these settled?
• How did they get their views across?
• How did they feel if the decision went against them?
• Could the process be improved – how?
<table>
<thead>
<tr>
<th>Statements</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Children should not cross the road by themselves</td>
<td><strong>Walking and cycling should be made easier and safer in communities</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Children should walk to school with an adult</strong></td>
<td><strong>If more people walked and cycled instead of driving there would be fewer road crashes and less pollution</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cars should not drive faster than 20mph in areas where people live</td>
<td><strong>Parents should not drop their children off outside school</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Children should cross a road only where there is a pedestrian crossing</strong></td>
<td><strong>Parents should not be allowed to use their cars for taking children to school</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Children should not have a mobile phone in their hands when walking to school</strong></td>
<td><strong>Towns and cities should ban heavily polluting vehicles</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 2 (continued)

Fair

Unfair

I don't know
We want... Safe places to cross

Extension activity 1

Lesson overview
The class will learn about different types of road crossings and how to use them

Aims:
• To raise awareness of a road safety issue

Objectives:
• To learn about different types of road crossings: why they are named and how to use them
• To understand that safe places to cross are vital for children to be able to walk safely in their community

Background
Explain to the class that walking to school is great. It’s a fun way to hang out with friends, and it keeps our bodies healthy to move around too.

Say that we want our journeys to school to be SAFE. When we walk in our community, we need safe places to cross the road.

There are lots of different places to cross the road. Here are some of the crossings the children in your class are most likely to see when they are out and about.

• **Zebra crossings** have black and white stripes like a zebra and are marked with flashing amber lights on top of stripy poles. These are called ‘Belisha beacons’ and are named after Leslie Hore-Belisha who introduced them in 1934 when he was the government’s transport minister.

• **Pelican crossings** aren’t named after birds with huge beaks at all. Pelican is short for ‘pedestrian light indication’.

• **Puffin crossing** is actually short for ‘pedestrian user-friendly intelligent crossing’. But that’s a bit of a mouthful, so it’s just Puffin for short.

• **Pegasus crossings** are for horse riders and have two sets of buttons at different heights. One is at normal height for pedestrians and cyclists, the other is set higher up (2m above ground) so the horse rider doesn’t have to dismount to press the button. Pegasus was the name of the winged horse in Greek mythology.

• **Toucan crossings** (two can cross) are for pedestrians and cyclists. They are normally found near parks and cycle lanes.

Other types of crossing include traffic islands/refuges, school crossing patrols (lollipop men and women), footbridges or underpasses.

Discussion
Talk about the different types of crossing your children see when they are walking or cycling in their community. Ask for ideas for how the different types of crossings got their names.

Talk about how to cross the road safely at each of these crossings.

At a zebra crossing you must stop, look and listen, and wait for cars travelling in both directions to stop before crossing the road. If there is an island in the middle, treat each half of the road as a separate crossing.

Puffin, pelican and toucan crossings have traffic lights and a button to press. A ‘red man’ tells you it is not safe to cross, a ‘green man’ means it is safe to cross but you should keep checking for traffic too. Some crossings also make a ‘beeping’ sound to tell blind and partially sighted people when it is safe to cross. There is also a small, rotating button underneath the push button. This spins when the ‘green man’ shows.

Further advice on how to talk to children about crossing roads safely, is available at www.think.gov.uk/education.

Questions
Stimulate further discussion by asking some of the following questions:

1. Which type of crossing have you used?
2. How did you get to school today?
3. Is there a safe place to cross the road outside our school?
4. Which type of crossings do you think we need more of near where you live/near our school/in our community?
We want... Clean traffic

Lesson overview
The class will learn about air pollution and about the planet-saving benefits of walking and cycling.

Aims:
• To raise awareness of air pollution and the problems it can cause
• To explore ways to measure and reduce air pollution

Objectives:
• To learn about air pollution and why it causes health problems
• To investigate local air pollution levels
• To learn how air quality can be measured
• To understand how small-scale projects can support scientific research and contribute to real discoveries

Background
Explain to the class some basic facts about vehicle emissions and air pollution:

• Air pollution is one of the biggest killers in the UK.
• Smoke that comes out of the exhaust pipes of oil-driven engines has poisonous gases in it called carbon monoxide and nitrogen oxide. It can also have bits of soot in it, and these are called ‘particulates’. Particulates contain hundreds of different chemicals that are bad for you.
• If you breathe in some of these gases and particulates they can irritate your eyes, nose and throat and make you cough.
• If you breathe in a lot of these gases and particulates, for a long time, they can eventually damage your lungs and cause diseases in your lungs. Your lungs are a vital organ that enable you to breathe in and out easily, pumping oxygen into your blood, which you need to survive.
• Some people living in places polluted by smoke die earlier than they should because they get diseases in their lungs.
• Most cars on our roads still use petrol or diesel but new vehicles are being invented that are powered in different ways, for example using electricity. Electric vehicles are quiet and clean.
• More walking and cycling means fewer vehicles on the roads, and this means less smoke and more people with healthy lungs!
• The World Health Organization (WHO) estimates that air pollution causes 4.2 million early deaths every year around the world.
• Traffic emissions contribute to air pollution but they are not the only cause.

Lesson outline:
Find an air quality map showing pollution levels in your area. You can find this at https://uk-air.defra.gov.uk/

Show the children what air pollution levels are like in your area.

Ask children to think of reasons why pollution levels might be high or low in your area.

If pollution levels are low in your area, for example you live in an area of low population with few roads, ask children to think what it might be like to live in an area where there are more people, more roads and more vehicles.

If pollution levels are high in your area, ask children to imagine what it would be like to live in an area where there is little pollution.

Talk about ways to reduce air pollution from traffic emissions, for example encouraging more people to walk or cycle or using alternative fuels including electricity to power vehicles.

Take part in a citizen science project to measure local air quality

What is citizen science?
Citizen science is scientific research carried out by amateur scientists, usually members of the general public, and usually as part of a project run by professional scientists.

It involves getting large numbers of people to explore or collect huge amounts of data and gives all of us the opportunity to be involved in cutting-edge research that could change the planet and contribute to real discoveries.

Testing air pollution near your school
The environmental charity Friends of the Earth can provide you with a clean air kit to test air pollution levels near your school. You will receive an air monitoring tube and full instructions for how to use it to measure pollution levels. You’ll be part of a groundbreaking citizen science experiment as your results will be used as part of a nationwide project to gather huge amounts of information about air pollution levels across the country.

To find out more and order a clean air kit for your school visit act.friendsoftheearth.uk/act/order-your-clean-air-schools-pack.