

1. Stepping stones to road safety

Learning the Stop, Look, Listen and Think sequence



Learning objectives

1. To develop familiarity with the Stop, Look, Listen and Think sequence
2. To know that pedestrians walk on the pavement and vehicles travel on the road
3. To know how to walk safely with a grown up and hold hands when walking near the road

Learning outcomes

By the end of this lesson pupils will be familiar with aspects of the Stop, Look, Listen and Think sequence. They will be able to discuss simple ways of behaving safely when near roads and traffic such as holding a grown up's hand and finding safer places to cross the road.

You'll need:

- 'Crossing roads: Kids know best' film
- Road safety display of key words and pictures (see 'Roads away from home')
- Small world toy props to use during role play and modelling of road safety behaviour
- Materials to make a road scene and puppets e.g. lolly sticks, wool and scrap material

Parental engagement

- Photos can be taken during the lesson and shared through your school newsletter with a reminder about the Stop, Look, Listen and Think sequence
- Parents could also be challenged to complete a safe crossing quiz created by the pupils

Lesson detail

Teacher input: (10 mins)



Ask pupils to gather around the key word display, (last slide in 'Roads away from home') this could be on the wall, or on the floor around which the pupils form a circle.

- Ask pupils if they're familiar with the pictures and words in front of them
- Introduce the subject of road safety to the class, assess and make notes about the children's prior knowledge of road safety vocabulary and skills. Ask the pupils to think about familiar journeys e.g. to school, to the shops, to the park etc. Tell the pupils that today as a class they are all going to be thinking about road safety skills

 Watch the 'Crossing roads: Kids know best' film

Stop, Look, Listen, Think sequence

Stop - when you approach a crossing, STOP before you come to an edge of the pavement

Look - LOOK for cars, bikes, lorries, other vehicles, by looking right, left and right again

Listen - LISTEN for vehicles too. You may be able to hear them before you see them

Think - is there enough time for you to cross the road safely?



Ask pupils about the film:

Questions	Answers
Who can tell me one of the things you can do to stay safer when you are on a scooter?	Wear a cycle helmet that is securely fastened, stop and get off the scooter to cross the road
What did the boy do when he got in the car?	He sat in a child car seat and did up his seat belt
What did the girl do when she crossed the road?	She held hands with an adult, stopped, looked right, left and right again, listened and thought about when it was safe to cross. She then walked straight across the road, while continuing to look and listen for traffic

- Show some of the safer places to cross from the '**Roads away from home**' slides, how many pupils can identify a puffin and/or toucan crossing, underpass and footbridge? Can the pupils think of anywhere locally where they have used these types of crossing? Now ask the pupils if they can remember some of the places where it is not as safe to cross? E.g. on a bend or between two cars
- Move the discussion on to crossing the road using the Stop Look Listen Think sequence. "Who can remember how the children crossed the road safely?"
- Ask the pupil volunteers to come to the front of the classroom to model how they would use their new road skills. Some pupils could **role play** as drivers, pedestrians and cyclists/scooter riders
- Remind pupils to use the fantastic road safety skills they saw the children using in the film during the next week e.g. putting on seatbelts, using the Stop, Look, Listen and Think sequence, getting off bikes and scooters to cross the road. Choose a point during the next week to revisit and share their experiences

Group one	Group two
Use an outdoor space to role play crossing a road: • Choose a quiet nearby street and take small groups out to practice learnings • Alternatively mock up a road with anything to hand or build a basic one using: white electric tape (and even yellow tape for a single yellow line) and white lino stripes to represent a zebra crossing (see mock up in 'Crossing roads: Kids know best' film)	Create lolly stick puppets or use existing puppets to roleplay travel scenarios, such as: • A parent and child crossing the road safely • A child on a scooter getting too far ahead from their parent





Split the pupils into different groups to try the following activities:

Observe pupils demonstrating crossing the road as they utilise their new skills. Swap groups to enable pupils to try both activities and assess how well their knowledge of the Stop, Look, Listen and Think sequence has developed. Encourage the children to share how they are going to ensure they use their new skills on the journeys they take in the future.

To record their new skills, pupils can use a camera to take photos of each stage of the Stop, Look, Listen, Think sequence. Short films could also be recorded and shared with parents so they can reinforce the messages at home.

Differentiation

5-6 years old

- Older pupils can also share some of the considerations for more challenging road scenarios e.g. not crossing between two cars. Here are some other considerations, taken from the Highway Code:
 - ✓ Choose a place where there is a space between two parked cars and make sure that it is easy to get to the pavement on the other side of the road
 - ✓ Make sure neither car is about to move off - look for drivers in the cars, lights and listen for engines
 - ✓ Don't cross near large vehicles. You could be standing in a blind spot, where the driver cannot see you
 - Pupils who have mastered the Stop, Look, Listen and Think sequence could create a quiz for parents to complete, testing their knowledge of the different types of crossings where it is safer to cross. E.g. Puffin, Toucan, footbridge
 - N.B. roads away from home below should be hyper linked and in bold : 'More information about the range of road crossings and safety considerations for pedestrians can be found on **'Roads away from home'** and here <https://www.gov.uk/guidance/the-highway-code/rules-for-pedestrians-1-to-35>
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Further recommended resources



Resource name	Format	Summary	Age range	Link
Take the seat belt challenge	Online	Put the items in their correct place in the car	KS1	http://roadsafetyweek.org.uk/secure/story_html5.html
Stay Safe Near Roads poster	PDF	Hold hands, walk safely and belt up poster	All	http://www.brake.org.uk/assets/images/Beep.pdf
Colour me in activity sheet	PDF	Colour in car / bike / children crossing	Early Years	http://www.brake.org.uk/assets/images/wordscolour.pdf
Safari Grover	Video	On safari Grover applies road safety rules	EY/KS1	https://www.youtube.com/watch?v=4x0ZwpfM7tg



accidents don't have to happen



Resource name	Format	Summary	Age range	Link
School Assembly Plans - Using Road Safety Themes	PDF	Plans for assemblies 4-7, 7-11, 11-14, 14+ to link in with road safety curriculum planning - covers seasonal safety, cycle safety etc	4+	https://www.rospace.com/rospaweb/docs/advice-services/road-safety/teachers/school_assembly-plans.pdf

