



# 1. Do you Stop, Look, Listen and Think?

Age: 7-9



## Learning objectives

1. I know the **Stop, Look, Listen, Think** sequence and safer places to cross the road.
2. I know my responsibilities as a pedestrian, a cyclist, a passenger in a car or on public transport.
3. I understand risk and the effect of risky behaviour and can develop strategies to cope with dangerous situations caused by others.

## Learning outcomes

By the end of this lesson, pupils will have reviewed the **Stop, Look, Listen, Think** sequence and discussed how it can be applied in a range of settings. They will have discussed how distractions such as mobile phones and pressure from peers may cause dangerous situations.

## Parental/guardian engagement

- Consider running these road safety lessons at a time when parents/guardians might be more open to engaging and helping their children practice after the lessons e.g. the start of autumn term when it's getting dark after school or the Monday after clocks go back; before a class trip or outing; when a local news story highlights an accident; during Road Safety Week; if a new crossing is put in; or at the end of term before the holidays start and young people are left more to their own devices.
- The [Road ready? Expect the unexpected](#) film link can be distributed to parents/guardians to engage them in the topics and share best practice advice.

## You'll need:

- ✓ [Road ready? Expect the unexpected](#) film
- ✓ [Do you Stop, Look, Listen and Think?](#) slides
- ✓ [Interactive Kahoot quiz](#) (or you can simply use the same questions listed in the following lesson detail)
- ✓ [Take the lead interactive](#)

## Introduction

Kick off by asking pupils about their behaviour when they are travelling from place to place with an adult. Does anyone know the four things you can do to help stay safer? Some pupils may offer one or more iterations of **Stop, Look, Listen, Think**. Now, probe further and ask the whole class why they should follow these steps before crossing a road? Help pupils explore the consequences of taking risks that might result in an accident, for them or a friend, without scaring them e.g. you could get injured and not be able to play sports, or your friend could get hurt.

Explain that a really good way of avoiding any of these things is to **Stop, Look, Listen, Think** – the best weapon to be road ready.

## Slide 2

Ask if any pupils can come to the front of the classroom to model the steps? They should show that they **Stop, Look, Listen, Think before crossing a road**.

## Teacher-led activity

### Slide 3

Tell pupils that they are about to watch a film about staying safer on journeys. Ask them to watch closely and to see how many hazards they can spot (check for understanding of a 'hazard'), as you will be testing their road safety skills at the end. Watch the [Road ready? Expect the unexpected](#) film.

Once the film has finished, you can choose to use the questions on the slides (answers below), as a class or use them as a [Kahoot quiz using this link](#).

### Slide 4: Why was the girl about to run across the road without looking?

- *She was in a rush and being pressured by her friends on the other side of the road to hurry up.*

### Slide 5: What was Sam's advice?

- *Before crossing the road, you should **Stop, Look, Listen, Think**. When nothing is coming you walk straight across the road, while continuing to look both ways, as you do so.*

### Slide 6: Why is it dangerous to cross the road in front of a bus?

- *The bus may start moving; you won't be able to see vehicles on the road coming towards you because the bus blocks your view; you are also hidden by the bus, so drivers cannot see you.*

### Slide 7: Can you think of a top tip for someone trying to cross the road after getting off the bus?

- *Wait for the bus to leave so you have a clear view of the road from both directions and you can also be seen by other road users.*

## Slide 8: Can you spot the hazard in this scene?

- *The girl is using her phone while approaching the zebra crossing. It is distracting her from concentrating near on road.*
- *The girl should put the phone in her pocket or bag when near roads.*
- *She should wait to make sure the traffic has stopped before using the Zebra crossing.*

## Slide 9: What is the main potential hazard in this scene?

- *Kicking the ball along the pavement, as it could go into the road.*

## Slide 10: How could the group have avoided the hazard?

- *When walking near the road, carry the ball under their arm or in a bag. Play in a park away from roads.*

Finally, ask two bonus questions:

## Bonus 1: Did you spot the items everyone was wearing in the film to make sure they are seen more easily, even in the dark?

- *A fluorescent armband, to help drivers see you. It is important to wear something light coloured, bright or fluorescent in poor daylight conditions and reflective materials when it's dark. This can be clothing or accessories such as hats or bags.*

## Bonus 2: Did anyone spot the man in the background during the bus scene, and if he did anything wrong?

- *He doesn't stop before he crosses the road, he looks only to his right and he crosses diagonally.*

## Pupil-led activity: Are you road ready?

### Slide 11

In the next two slides there are two different road safety scenarios. Ask pupils to work in groups to discuss what three bits of advice they would give to the people in each scenario.

## Slide 12

You and your friend are walking home from school with your parent/guardian. You find yourself quite a long way ahead of everyone and you reach a really busy road. Your friend is keen to cross the road. What would you do to stay safer?

- *Stay calm. It's a good idea to tell your friend just to wait until the parent/guardian catches up.*
- *While you wait, make sure you are well away from the edge of the pavement.*
- *If your friend still wants to cross, remind them that it would be dangerous to do so, and could cause the parent/guardian to panic.*

## Slide 13

It's the school holidays and you have been playing with your friends in a front garden. Someone suggests kicking the ball over the road from one side of the street to the other. Your road isn't that busy. What's the best thing to do?

- *Suggest a different game that doesn't involve playing with a ball near the road.*
- *You could walk to the nearest park (with an adult), carrying the ball under your arm or in a bag.*
- *Put the **Stop, Look, Listen, Think** sequence into action before you cross any roads on the way to the park.*

Subject to timing, you may choose to get pupils to create their own scenario to test each other.

Once pupils have finished discussing and have suggested potential solutions to the problems in the scenarios, check once again how many pupils remember the **Stop, Look, Listen, Think** sequence.

## Slide 14: How will you become even more road ready from today?

To finish the lesson, ask if there are any spots locally that are particularly challenging when crossing the road? Where are the local places that may put them in danger of being squashed melon heads? If there is an internet connection in your classroom, you could use the [THINK! Map](#) to search your local area to point out roads that pupils encounter on their way to school. Ask pupils to role play Sam at a local crossing outside school to offer road safety advice.

## Differentiation

This resource is most suited to 7-9 year olds, should an older group be working on the resource they could be challenged to develop their own Do you **Stop, Look, Listen, Think?** quiz or made up scenario where someone has displayed risky behaviour on the roads and write what they should have done.

## Help the learning stick

- Send pupils to the [Take the lead](#) game as homework or independent learning, can they safely get themselves to school without picking up danger points?
- At the start of each day for the next week, ask who walked, cycled to school this morning. Ask volunteers to say where or when they used the **Stop, Look, Listen, Think** sequence on their journey. To take this a step further, you could have a large printed map of the local area on the classroom wall, and each time a child says they used the sequence in a particular place, put a sticker on that spot with their name on it.
- In art class, you could ask pupils to create comic strips where Sam has to save Melon Head from getting squished using the **Stop, Look, Listen Think** sequence.
- Ask pupils to create a **Stop, Look, Listen, Think** poster that they can put on their front door at home as a reminder each time they go out.

## Further recommended resources

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| Resource name               | Format | Summary                                                                        | Age range | Link                                                                                                                                                                                |
|-----------------------------|--------|--------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Know Your Area: Lesson Plan | PDF    | PSHE and Geography objectives, preparing to cycle to school – route/facilities | KS2/3     | <a href="http://bikeability.org.uk/manage/wp-content/uploads/Know_Your_Area_Lesson_Plan.pdf">http://bikeability.org.uk/manage/wp-content/uploads/Know Your Area Lesson Plan.pdf</a> |



| Resource name                   | Format      | Summary                                                                                                                                                                                             | Age range | Link                                                                                                                    |
|---------------------------------|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------|
| Speed matters with Maddie Moate | Film        | This short film gives a simple introduction to kinetic energy and stopping distances, and ends with children talking about what they would like grown-ups to do to help keep them safer near roads. | KS2       | <a href="https://youtu.be/ZKrejuEtP5w">https://youtu.be/ZKrejuEtP5w</a>                                                 |
| Driven to distraction           | Online game | Interactive game to find and fix driver distractions.                                                                                                                                               | KS3+      | <a href="http://roadsafetyweek.org.uk/silent/story.html5.html">http://roadsafetyweek.org.uk/silent/story.html5.html</a> |



| Resource name | Format   | Summary                          | Age range | Link                                                                                                                                  |
|---------------|----------|----------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------|
| Scooters      | Web page | Advice for using scooters safely | All       | <a href="https://www.rospa.com/road-safety/advice/children/scooters/">https://www.rospa.com/road-safety/advice/children/scooters/</a> |

