



## 2. Take the lead

Age: 7-9

This activity places a spotlight on the need to develop effective independent travel knowledge and skills, for when pupils are old enough to travel without an adult. Once they have viewed the [First Journeys film](#), pupils are put in charge to practice making safer decisions using the [Take the lead interactive](#).

### Learning objectives

1. I know the **key road skills that I will need** when I am old enough to travel without an adult.
2. I know how to plan a safer journey to school.
3. I know my responsibilities as a pedestrian, cyclist, passenger in a car or on public transport.

### Learning outcomes

By the end of this lesson pupils will be able to talk about safer places to cross and areas to avoid crossing the road. They will be able to identify how one route may be safer than another and how to be a considerate traveller.

### Parental/guardian engagement

- Parents/guardians can be invited to participate in the interactive, used within this resource, by adding a link to your school website/intranet.

### You'll need:

- ✓ Teacher notes
- ✓ [First Journeys film](#)
- ✓ [Take the lead interactive](#)

## Introduction

Remind pupils about the previous learning they have completed about road safety. If you have used the [Do you Stop, Look, Listen, Think?](#) lesson, use this model to ask them if they can remember what to do when they cross the road.

Check how many of the pupils can name safer places to cross the road. If possible, write the ideas from the class on a flipchart, board or slide, this will provide a visual benchmark from which to note progression during the lesson – and praise that progression at the end.

Highlight the objectives for the lesson and emphasise that everything you will be doing and discussing today will help to prepare pupils for the first journeys they might make when they are old enough.

## Teacher-led activity

Ask pupils how they tend to travel to school – and how they feel about the idea of making that journey – or another one they make a lot (e.g. to a friend's house) when they are old enough to travel alone? Explore the idea that this lesson will help them learn a few more tools alongside **Stop, Look, Listen, Think**, so they can be confident about making their journey safely when they are old enough, and being a role model for other young people. Introduce some **key road skills**, which includes **Stop, Look, Listen, Think** as well as additional top tips on **slides 2-6**. Explain:

## Slide 2: Find the safest place to cross

- Where possible, cross the road at: pedestrian underpasses, footbridges, islands, crossings, or where there is a crossing point controlled by an adult.
- If there are no crossings, choose a place where you can see clearly in all directions, and where drivers can see you, with pavements on both sides.

## Slide 3: Before crossing, stop just before you get to the pavement

- If there is no pavement, keep back from the edge of the road but make sure you can still see approaching traffic.
- Give yourself time to look all around for traffic and listen.

## Slide 4: If traffic is coming, let it pass

- Do not cross until there is a safe gap in the traffic and you are certain that there is plenty of time. (Remember, even if traffic is a long way off, it may be approaching very quickly).

## Slide 5: When it is safe, go straight across the road – do not run

- Do not cross diagonally, and keep looking and listening for traffic while you cross.

- Remember to look out for cyclists and motorcyclists travelling between lanes of traffic, even if the rest of the traffic is stationary.

## Slide 6: Crossing between parked cars

- Try not to cross between parked vehicles, but if there is nowhere else to cross:
- Choose a place where there is a big space between two cars, and neither car is about to move (look for drivers in the cars, lights and listen for engines).

## Watch First Journeys film:

Tell pupils they are now going to hear some young people like them talking about their first journey and hear advice about how to be safer on their own first journeys. Their job is to listen to both the warnings and the advice. Watch [First Journeys](#) then discuss the questions on **slide 8**:

- Which types of journeys were children looking forward to making?

*'Going to secondary school, going shopping and going to buy a milkshake'.*

- Which types of first journeys did you hear about in the film?

*'Going to school, the shops, friends' houses, the park, going home from school'.*

- Did anyone hear any advice about taking your first journey?

*Talk with your family; practise your route with someone else; wear bright colours and a helmet if you are on your bicycle; when you cross the road make sure you wait for the Green Man and that you still check the traffic has stopped; make sure you complete a Bikeability course if you are travelling on your bicycle; if you are walking along with a ball make sure the ball is stored safely in a bag or in your hands and don't play with it on or near the road; take out your headphones before crossing the road; look after each other.*

- There was one journey that nearly went wrong, can anyone remember what happened?

*A girl was waiting to cross the road with her friends when her friends decided to cross on a Red Man. The girl waited for the Green Man to cross and told her friends about the risks of not crossing the road safely. This is a good example of looking out for your friends.*

## Slide 9

Now the pupils have had some inspiration from the video and your earlier discussion about the key road skills, see if they can build up a bigger list of safety tips to help other young people? Write them down so everyone can see. Other ideas could include:

- *Set a good example. Use these key road skills yourself.*
- *Use pedestrian crossings even if it involves a small detour.*
- *Talk about the importance of not using a mobile phone or texting while crossing the road.*
- *Remind other children that they cannot hear traffic if listening to music through earphones or see it properly if wearing a large hood.*

Explain to pupils that they will now get to practice their great list of safety ideas in the next activity.

## Pupil-led activity

Divide the class in to two groups:

### Group 1: Take the lead interactive

The [Take the lead interactive](#) challenges pupils to safely plan walking routes with a friend, the aim is to not pick up any 'danger points' by making the safer choices.

### Group 2: First journey writing exercise

This exercise shows how to plan parts of a first journey, you may want to model an example using the method below, before pupils try on their own.

Ask pupils to use the 'when/then' or 'if/then' planning method – for example, When I get to xx road, then I will use the crossing and wait until the Green Man shows'. Or 'If xx road is busy with parked cars, then I will go to xx road to cross safely instead.

Each group should need between 5-10 minutes. Early finishers can draw a simple picture of their route and label their drawing with the road safety tips they will put into action, at each point where they need to reduce any risks. If time allows, once each group have completed their activity they should swap tasks. Alternatively, you could play the [Take the lead game](#) as a whole class, then complete the writing exercise.

## Differentiation

Some pupils may need to complete the writing exercise immediately after the modelling demonstration to retain knowledge. Lower attainers may also need additional support whilst using the [Take the lead interactive](#). Supporting adults should ask questions that scaffold the pupils' learning as they progress through the game to check for understanding.

## Help the learning stick

- Have a simple map of the local area blown up and on the wall. Ask pupils to draw a practice first journey they might do on their own when they are old enough on the map with their name attached, including notes on any tricky things they might have to overcome on the way.
- If there is a school reward system such as team or house points, allocate house points to pupils who complete a positive first journey during the Road Safety Week campaign.
- Ask pupils to create a quiz about the key road skills that they could run in an assembly. The memorable feeling of standing up in front of everyone will help them retain the knowledge later on, and repeating the messages will help embed them in their minds.

## 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>
Stay Safe Near Roads poster	PDF	Hold hands, walk safely and belt up poster	All	<a href="http://www.brake.org.uk/assets/images/Beep.pdf">http://www.brake.org.uk/assets/images/Beep.pdf</a>

