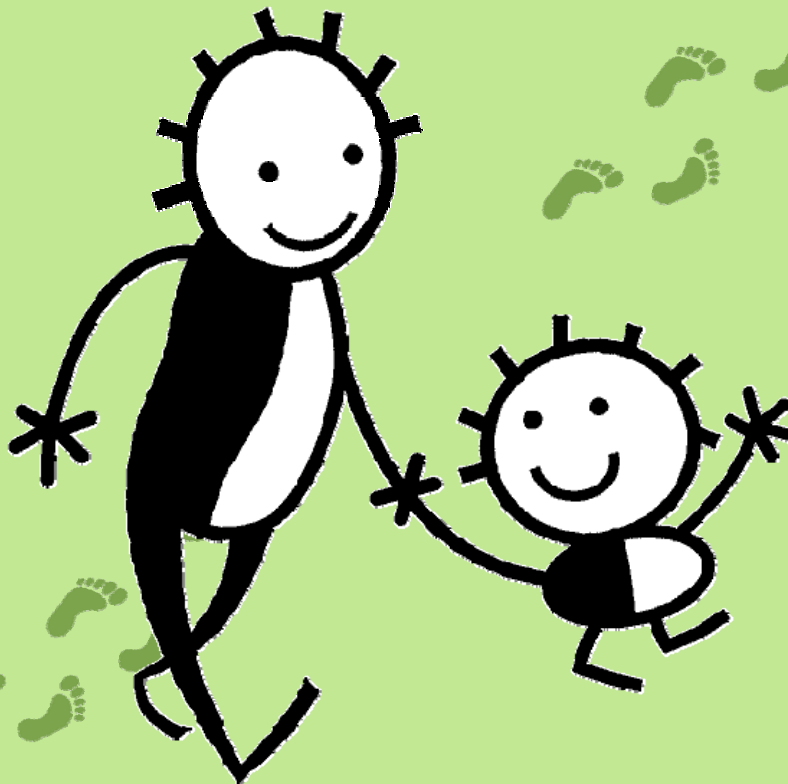




First Steps

A Road Safety Pedestrian Training Programme for under 5's



Developed by the School Travel Planning Team
February 2010.



WHAT IS FIRST STEPS?

First Steps is a pedestrian training scheme for pre-school and nursery children. It is intended to be used as a supplement to road safety education already delivered by early year's practitioners as part of their core curriculum. Its aim is to provide practical pavement practice in support of role play and lesson activities delivered in the classroom.

This resource forms part of the Transport for Buckinghamshire's **Footsteps Pedestrian Training** programme and can be used in conjunction with the Department for Transport's (DfT) Curriculum linked road safety lesson for children aged 3 – 5. The DfT resource can be obtained from www.dft.gov.uk/think/education

WHY USE FIRST STEPS?

- In 2007, 55 children aged 0 -11 were killed on Britain's roads. Another 1,546 were seriously injured.
- Of the above, 15 deaths and 324 serious injuries were in the 3 – 5 age bracket.
- Most children aged under 9 cannot judge how fast vehicles are going or how far away they are.
- Almost 77% of children aged 3 – 5 killed or seriously injured in 2007 were on foot at the time.

CODE OF PRACTICE

No tutor will participate in the First Steps Training Scheme without attending a Footsteps Pedestrian training session run by the Travel Planning Team.

VOLUNTEER TUTOR

A volunteer tutor is a person engaged in practical pedestrian skills training with pupils after undertaking Transport for Buckinghamshire Footsteps training scheme.

- **ALL TUTORS ON OR NEAR THE ROAD MUST WEAR A SAFETY TABBARD.**
- **ALL TUTORS WILL REQUIRE ENHANCED CRIMINAL RECORDS BUREAU APPROVAL BEFORE TRAINING CHILDREN.**

PUPILS

The Code of Practice states that each volunteer can train a maximum of TWO children at any one time. It is recommended that training take place on a 1:1 basis if possible.

No child will be allowed to participate in a course until the school has received the completed parent consent form signed by parent/guardian.

ROAD WORK

The volunteer will carefully supervise the children throughout the training session and hands will be held at all times.

The training sessions will take place by using quiet roads local to the school.

INSURANCE

It is important that all volunteers who assist in the scheme are aware of their responsibilities and the protection that Transport for Buckinghamshire insurance offers.

All trained tutors are covered by the Transport for Buckinghamshire insurance, as if he or she was an employee of Transport for Buckinghamshire, providing the requirements of the scheme are adhered to as detailed.

Providing the foregoing working practice is adhered to, Transport for Buckinghamshire's general third party insurance, subject to its terms, exceptions and conditions, indemnifies honorary and voluntary staff acting on behalf of Transport for Buckinghamshire.

COVER

The indemnity covers all sums which such staff shall become liable to pay as compensation arising out of:

- a. Accidental bodily injury or illness (fatal or otherwise) to any person; and/or
- b. Accidental loss of or accidental damage caused to property.

Where such injury, illness, loss or damage arises out of the exercise of the activities agreed by Transport for Buckinghamshire for such honorary and voluntary staff.

Please note that NON LOCAL AUTHORITY ORGANISATIONS are not covered by Transport for Buckinghamshire insurance. Any additional insurance cover required should be obtained from their own insurers.

I. ALWAYS HOLD HANDS

Aim: For children to know that they should always hold hands with their carer when near traffic.

Objective: Children are able to:

- Understand why they must always hold hands.
- Know that they should always walk on the side of the pavement away from the traffic.

Additional Teaching Notes

Ideas to use when working with pupils:

- Ask the child why they think they should hold your hand.
- Ask the child why we should walk on pavements and not run.
- Ask the child which side they should stand when walking along the pavement. Turn to go back, ensure that the child swaps sides so that they are farthest away from the traffic.
- Ask the child what they think they should do if their carer has their hands full, i.e. is pushing a pushchair. Again remind them on which side they should stand.

2. WHAT IS ON THE ROAD

Aim: For children to know what a road is; what traffic is, and identify other features of their environment.

Objective: Children are able to:

- Understand that traffic can be dangerous.
- Identify different features of the road environment.

Additional Teaching Notes

Ideas to use when working with pupils:

- Can they point out the pavement, kerb, verge, road etc?
- Can they identify and count different types of traffic?
- Talk about what we use cars for; explain that they are safe to travel in but that they can be dangerous if we are near a road.
- Get them to feel their tummy and then feel the side of a car – how are they different.
- Compare the size of a vehicle to the size of the child.
- Emphasise the need to stay away from cars and other traffic when it is moving.

3. STOP

Aim: For children to understand that they must stop before crossing the road.

Objective: Children are able to:

- Appreciate the need to stop and wait.
- Understand where to stop and wait.

Additional Teaching Notes

Ideas to use when working with pupils:

- Why should we stop before we cross the road or a driveway?
- Where should we stop and wait.
- Where is the kerb? What do we do if there is no kerb?
- Check the position of each child – ask them what they can see.
- Practice stopping at driveways and access points.

4. LOOK

Aim: For children to understand the importance of looking for traffic.

Objective: Children are able to:

- Appreciate traffic can come from several directions.
- Realise that their own size affects what they can see.

Additional Teaching Notes

Ideas to use when working with pupils:

- Ask the children to identify different types of traffic (e.g. bus, bicycle, van).
- Where is the traffic coming from, where is it going?
- What colour is the vehicle?
- Ensure that they are looking at the direction that the traffic is coming from/going to and not just pointing.

5. LISTEN

Aim: For children to understand the sounds that traffic makes.

Objective: Children are able to:

- Understand that vehicles can sometimes be heard before they are seen.
- Differentiate between different types of noise.

Additional Teaching Notes

Ideas to use when working with pupils:

- Do all vehicles sound the same? How do they differ?
- Which vehicles are quiet, which are noisy? (N.B. quiet vehicles can still be travelling quickly).
- What other sounds can they hear outside?
- Can you sometimes hear a vehicle before you can see it (e.g. at a bend, brow of a hill etc.)?
- Ask the children to close their eyes:
 - What can they hear?
 - Which direction is the traffic coming from?

6. BE BRIGHT, BE SEEN

Aim: For children know it is important for other road users to be able to see them

Objective: Children are able to:

- Know that wearing bright clothing in day time (fluorescent) and reflective clothing at night will help to keep them safe when near traffic.

Additional Teaching Notes

Ideas to use when working with pupils:

- Why is it important to be seen?
- How can you be seen more easily?
- Which colours show up best (refer to clothes and colour of vehicles).
- How does your tabard help you to be seen (talk about fluorescent and reflective – use examples if you can)?

With thanks to:

- Linda Miller – Early Years Practitioner
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Department for Transport – Road Safety Education for Under 5's

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