

New Journey

Transport for Buckinghamshire

Making Tracks

A Road Safety Pedestrian Training Programme for Year 6



Developed by the School Travel Planning Team
April 2010.



WHAT IS MAKING TRACKS?

Making Tracks is a pedestrian training scheme specifically for Year 6 students, which aims to develop their awareness of roads and traffic, enabling them to travel more safely to secondary school and beyond. It has been influenced by the Footsteps Pedestrian Training programme.

This resource forms part of Transport for Buckinghamshire's **New Journey** programme.

New Journey aims to provide year 6 students with:

- An understanding of road safety;
- Strategies to plan their journey to secondary school and beyond; *and*
- The knowledge that their travel choices can affect the world around them.

Making Tracks is best used in conjunction with the *New School, New Choices* transition lesson, although it can be used independently.

New School, New Choices is an interactive CD based curriculum resource for year 6 and is part of the **New Journey** programme. It is comprised of two PowerPoint lessons, each one lasts up to an hour covering; 1) Road Safety (27 slides); and 2) Journey Planning and its potential affects on the environment (23 slides).

Copies of *New School, New Choices* can be obtained from the School Travel Planning Team. Contact details can be found on page 14.

WHY USE MAKING TRACKS?

In 2007 1,601 children aged 0 - 11 were killed or seriously injured on our roads compared with 1,489 children aged 12 to 15.

The reason that the 12 - 15 age group is particularly vulnerable is probably due to the fact that they:

- Make more and longer journeys with less adult supervision;
- Probably put themselves into more risky situations;
- Do not often find the safest place to cross, or look properly; *and*
- May be distracted more often than younger children by their friends, mobile phones, and MP3 players.

Recent research with children by the Department for Transport has shown that they learn best when they are actively involved in their own learning about staying safe on the road. This research also indicated that the children can recall the theory of road safety but they have difficulty knowing exactly when and how to put this theory into practice, due to lack of practical pedestrian experience.

The main barriers to the adoption and practice of safer behaviours on the road amongst children are:

- Lack of concentration;
- Lack of practice and experience crossing the road; *and*
- A lack of fear and realisation of personal risk.

Making Tracks has been developed to help resolve a number of these road safety concerns, aiming to:

- Encourage pupils to think about roads and traffic;
- Increase a pupil's knowledge and understanding through practical experience;
- Improve their performance as pedestrians; *and*
- Help pupils become more responsible for their own safety.

ADVICE FORTUTORS

Making Tracks has been developed to cater for the majority of year 6 children but it has not been possible to provide for every situation that they may face in their transition to secondary school. You will need to adapt the content of each session and in some cases add to it, to provide suitable information to meet the requirements of the children, your school site, their journey and their new secondary school.

It may not be necessary to cover some sections in detail if the children already understand its contents and can demonstrate that they are proficient.

I. GREEN CROSS CODE

Aim: For pupils to know and understand the Green Cross Code and put it into practice.

Objective: Pupils are able to:

- Understand the need for the code.
- Apply the principles of the code.

Additional Teaching Notes

Ideas to use when working with pupils:

- Do they know why they are now becoming the most vulnerable age group for pedestrian accidents?
- How does the Green Cross Code help them?

Remember - pupils should be able to demonstrate that they understand the code and put it into practice rather than just recite the stages.

Stages of the Code:

- First find a safe place to cross, then stop.
- Stand on the pavement near to the kerb.
- Look all around for traffic and listen.
- If traffic is coming, let it pass. Look all around again.
- When there is no traffic near, walk straight across.
- Keep looking and listening while you cross.

2. SAFE CROSSING PLACES

Aim: For pupils to understand why they should choose a safe crossing place if one is available.

Objective: Pupils are able to:

- Explain how to use different types of crossing places.
- Demonstrate that they know how to use safe crossing places correctly (*if available*).

Additional Teaching Notes

Ideas to use when working with pupils:

- If possible walk to a local crossing e.g. zebra/pelican/central reservation.
- Discuss how they work.
- Discuss how they should be used by pedestrians and traffic.
- What do they still need to remember when using them?
- What happens if the safe crossing place is further down the road - should they walk to it and use it or cross where it is convenient/their friends cross?

NB: If there are no local examples available, please use picture resources, these can be found on the New School, New Choices lesson resource.

3. DISTRACTIONS

Aim: For pupils to appreciate what distractions may prevent them from crossing roads safely.

Objective: Pupils are able to:

- Understand the need to give roads and traffic their full attention.
- Appreciate how using mobile phones and MP3 Players/iPods can prevent them from being fully aware of their surroundings.

Additional Teaching Notes

Ideas to use when working with pupils:

- Have a mobile phone and MP3 or iPod that you can use for role play activities.
- Ask them to try to text whilst standing on the pavement, just concentrating on the phone; then repeat the exercise whilst waiting to cross the road. How does this affect their concentration?
- Now repeat the exercise without the phone - can they appreciate how much better it is to give the road their full attention?
- Repeat this exercise with an MP3/iPod - listen to music whilst walking along the pavement. Are they aware of vehicles? Can they hear them? How does having music playing in their ears affect their concentration when waiting to cross the road?
- Again, repeat the exercise without the MP3/iPod - can they appreciate how much better it is to give the road their full attention?
- Discuss how their friends and peers may influence their decisions and perhaps make them do something that they know is not safe e.g. crossing in dangerous places, messing about by the side of the road etc.
- Discuss the importance of behaving sensibly when walking in groups, keeping to the pavement and staying alert.
- What type of bad behaviour have they seen around secondary schools – what do students do that is unsafe?

4. PARKED VEHICLES

Aim: For pupils to know, understand and recollect the difficulties caused by parked vehicles and how to cross safely between them.

Objective: Pupils are able to:

- Recognise the need to look for safer alternative crossing places.
- Appreciate the need to treat the outer edge of the vehicle as the kerb.

Additional Teaching Notes

Ideas to use when working with pupils:

- Identify safer places to cross than between parked cars.
- Use parked car in the car park and stand one pupil on an imaginary pavement alongside a parked car.
- Ask the other pupil to stand by the side of the car, as if they were overtaking vehicle.
- Can they see the pupil on the pavement?
- Give each pupil the opportunity to do both.
- Now go to the roadside to demonstrate.
- Cross with adult from between parked cars using the outer edge of the car as the kerb.
- Pupils should appreciate that the principles learned apply to all vehicles e.g. school bus.

5. JOURNEY PLANNING

Aim: For pupils to understand the need to plan their journey to secondary school.

Objective: Pupils are able to:

- Explain what they should consider when planning their journey to school.
- Understand the need to practise the journey before they start their new school.

Additional Teaching Notes

Ideas to use when working with pupils:

- How will they travel to their new school in September?
- Will they walk - do they know the way?
- Are they travelling by bus - do they know where the bus stop is?
- Will they go by train - do they know what time it leaves?
- How long do they think the journey will take?
- What time will they finish school?
- What time will they get home?
- How can they practice their journey during the summer holidays?

6. TRAVELLING ON BUSES

Aim: For pupils to understand how to behave and keep safe whilst travelling on buses to school.

Objective: Pupils are able to:

- Explain how to wait for and board a bus safely.
- Recognise what effects bad behaviour could have on themselves, other passengers and the driver.
- Explain the dangers of crossing from behind or between buses

Additional Teaching Notes

Ideas to use when working with pupils:

- Discuss benefits of arriving early for their bus rather than rushing to catch it if they are late - what could happen if they are late?
- During the winter months, will it be dark when the walk to or home from the bus stop?
- Where should they stand to wait for their bus? Discuss dangers of 'messing around' with their friends while waiting.
- What should they remember as they board the bus? Bus pass or money for fare, not pushing, one person boarding at a time.
- How should they behave on the bus journey?
- Where should they keep their bags and why?
- What could distract the bus driver? Why is this dangerous?
- Emphasise where and how they cross the road when they get off the bus. Re-visit crossing between parked cars.
- Discuss the possibility of the bus collecting them from a different place in the afternoons and what to remember when crossing the road when they get off the bus at the end of the day.

7. CONTINGENCY PLANNING

Aim: For pupils to appreciate the need to have an alternative plan should something go wrong.

Objective: Pupils are able to:

- Appreciate that things can go wrong.
- Know what to do if and when things do go wrong.
- Who they can ask for help.

Additional Teaching Notes

Ideas to use when working with pupils:

- What type of things may go wrong on their journey to/from school?
 - Miss their bus/train.
 - Get on the wrong bus/train.
 - Leave late and have to walk on their own.
- What can they do if this happens?
- Who can they telephone?
- What can they do if they don't have a mobile phone?
- Who can help them? Shop keepers, teachers, other students, rail staff, and bus drivers.
- Get to know the people they see on their journey - they will see them most days it will help them to sense if they are on time/on the right bus etc.

8. HOW SAFE DO YOU THINK YOU ARE?

Aim: For pupils to assess their own behaviour and decide whether they are acting safely or not.

Objective: Pupils are able to:

- Answer the questions below honestly.
- Appreciate how they need to change their behaviour if necessary.

Additional Teaching Notes

Ideas to use when working with pupils:

- Ask them to assess their own performance using the scale below to answer the following questions:

I always wait until the green man is shown on a pelican crossing before I cross	
I never text on my phone when I am near or crossing a road	
I never listen to my iPod or wear headphones when near the road	
I always look both ways before crossing the road	
I never mess around when I am on a bus	
I don't have any experience of travelling by bus, but I understand the need for good behaviour when travelling by public transport	
I always wear a helmet when I ride a bike	
I always wear bright clothes when I am out in the dark	
Total	

Enter: 1 = very good, 2 = good, 3 = average, 4 = bad, 5 = very bad

- How did they score? The lower the score the more safety conscious they are.
- If they scored highly - revisit those sections.
- Can they explain what could happen to them if they are not safety conscious?
- How could the consequences of not being safe affect their family and friends?

CODE OF PRACTICE

No tutor will participate in the Making Tracks 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 the Transport for Buckinghamshire's 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.

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.

The training sessions will take place by using 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 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 the Transport for Buckinghamshire for such honorary and voluntary staff.

With thanks to:

- Little Chalfont Primary School
- Our Lady's Catholic Primary School
- Overstone School
- Wendover Junior School
- St Michael's Church of England Combined School

Contact us:

Travel Planning Team Leader:

Rebecca Dengler
Team Leader, School Travel Planning Team
Transport for Buckinghamshire
County Hall
Aylesbury
HP20 1UY
01296 383902
rdengler@buckscc.gov.uk

Pedestrian Skills Coordinator:

Liz Thorp
Travel Plan Officer
Transport for Buckinghamshire
County Hall
Aylesbury
HP20 1UY
lthorp@buckscc.gov.uk