



safe on the street



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Teachers Guide

Part One - Be Seen

Theme 1: Be Seen

Autumn and winter months present a serious hazard to all road users, because of reduced visibility, longer hours of darkness and bad weather conditions.

It is important that youngsters understand how they can make themselves more visible, and hence safer, when they are out and about; how some colours are brighter than others (fluorescent) and how reflective material is an excellent visibility aid for night time.

Tips to 'Be Seen'

- Fluorescent yellow is the brightest of all fluorescent colours.
- To make sure you can be seen day and night, wear clothing in fluorescent colours with reflective strips on.
- If you are buying new trainers, look out for those with reflective strips at the back or on the sole.
- You can find fluorescent and reflective items in most shops selling car and bike accessories.
- If you are out at night and you don't have anything reflective with you, wear or carry something white, even a white plastic carrier bag in your hand will do!
- If you wear a dark school uniform, carry a bag, scarf or umbrella in bright colours, so that you can be seen.
- If you have to cross the road when it's dark, choose a place under a street light. This will help drivers to see you more easily. Remember, even if you can see them they can't always see you.
- In winter, make sure any hoods or hats you wear do not make it more difficult for you to look and listen carefully for traffic. Ear muffs and headphones can block out oncoming traffic sounds too.
- Wear non-slippery shoes when you are out in snow or icy weather.

Pupil Activities - Be Seen

There are 10 interactive activities and two interactive and text version quizzes (1 and 2) available on-line for the pupils. This introductory section concentrates on some general road safety topics but specifically highlights the dangers posed to road users during autumn and winter months as a result of reduced visibility.

For your convenience, activities have been rated by degree of difficulty (this is only a rough guide and individual children may respond differently):

***** = suitable for all ages

****** = suitable for 8+

******* = suitable for 9+



Activity 1 - Back to school **

Description:

An introduction to the four main characters of 'Safe on the Street' - Roxy, Tom, Max and Jess. It tells the story, in words and pictures, of their journeys to school on the first day of term.



Methodology:

- Read the text
- View pictures, select appropriate word
- Click and drag
- Incorrect words bounce back.

Road Safety Messages:

Our roads are full of traffic and are potentially dangerous. We must take care when we travel whether we walk, cycle or use public transport.

ICT Discussion:

How did the words and pictures help the understanding of the story. Was it easier than just having plain text?

Curriculum Links:

ICT - finding things out, developing ideas, making things happen

ENGLISH - reading and understanding

GEOGRAPHY - understanding of places

PSHE / PSD - developing relationships (walking to school).

Extension Activities:

- Create a description of your own journey to school, type it in a word document and then file it - **ICT**
- Discussion on modes of transport to school: walk, cycle, bus, car, train, or other forms of public transport and the advantages / disadvantages of each - **ENGLISH**
- Creative writing on journeys - **ENGLISH**
- Class surveys / graphs about journeys - **MATHS**
- Traffic census counts outside school - **MATHS**
- Route maps from home to school - **GEOGRAPHY**



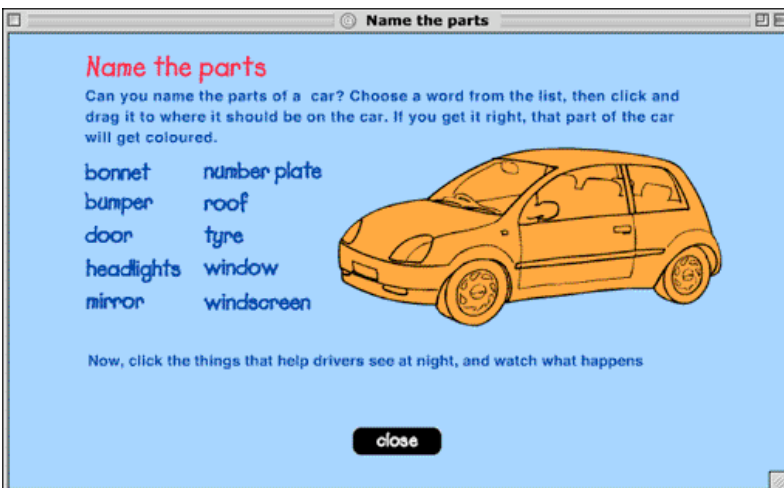
Answers to Activity 1:

It's the **first** day back at **school**. **Tom** and **Roxy** are getting ready. They leave the **house** and walk to **school**. The streets are very busy with so many people on the **pavement** and lots of **cars** and **motorbikes** and **lorries** on the road. **Jess** is leaving for school too. Jess looks at all the **traffic** on the road while she waits for her **bus**. **Max** is going to school on his **bike**. He puts on his **helmet** to help keep safe. The busy streets are very dangerous, but **Roxy** and **Tom** and **Jess** and **Max** get to school safely.

Activity 2 - Name the parts **

Description:

An activity involving identification & labelling of parts of a car.



Methodology:

- View car outline
- Select appropriate word
- Click and drag
- Incorrect words bounce back
- Fully labelled car activated
- Car moves off screen.

Road Safety Messages:

Recognition and identification of parts of a vehicle, enhance the understanding of the potential danger that traffic can create, plus the 'harm' it can do to our bodies.

ICT Discussion:

How else could the information be presented or found? How can this information be shared?

Curriculum Links:

ICT - finding things out, developing ideas, making things happen

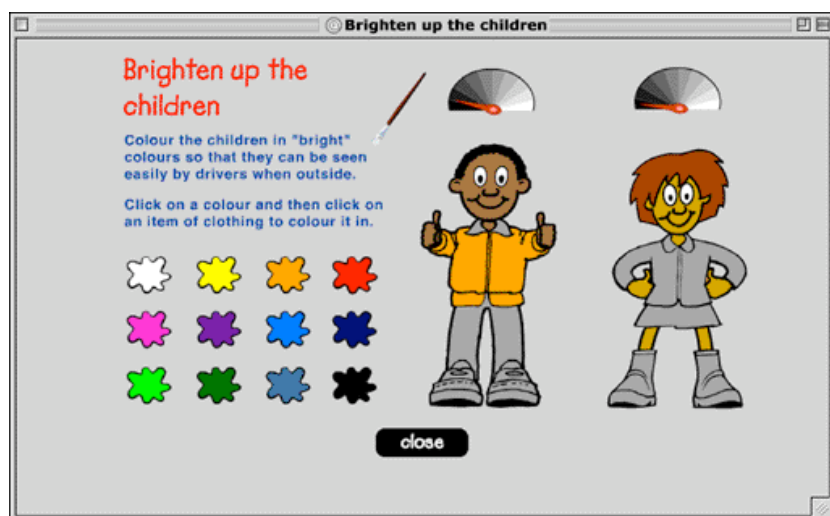
ENGLISH - reading, understanding and spelling.

Extension Activities:

- Create your own car on-screen using as many geometric shapes as possible - **ICT**
- Creative writing on life without the car - **ENGLISH**
- Look at variety of advertisements (written & visual) TV/radio/newspapers on car sales and how they differ, or what aspect they promote - **ENGLISH**
- Design a vehicle incorporating safety ideas - **ART / DESIGN**
- Properties of materials used on the inside of a car - **SCIENCE**



Activity 3 - Brighten up the children *



Description:

An on-screen 'painting activity' to colour in the children's clothes in the brightest colours possible. The brighter the colours selected the higher the 'brightometer' scores.

Methodology:

- Select specific colour from palette
- Use the 'paint-brush' on-screen

- Click and drag
- Drop onto chosen piece of clothing
- A 'brightometer' records the level of brightness of each chosen colour
- Repeat / change / modify.

Road Safety Message:

During the day, the brighter the clothing, the more easily you can be seen by other road users.

ICT Discussion:

What other IT activity could achieve similar results?

Curriculum Links:

ICT - graphics, developing ideas, making things happen, reviewing and evaluating

SCIENCE - colour/brightness, identification and scientific enquiry

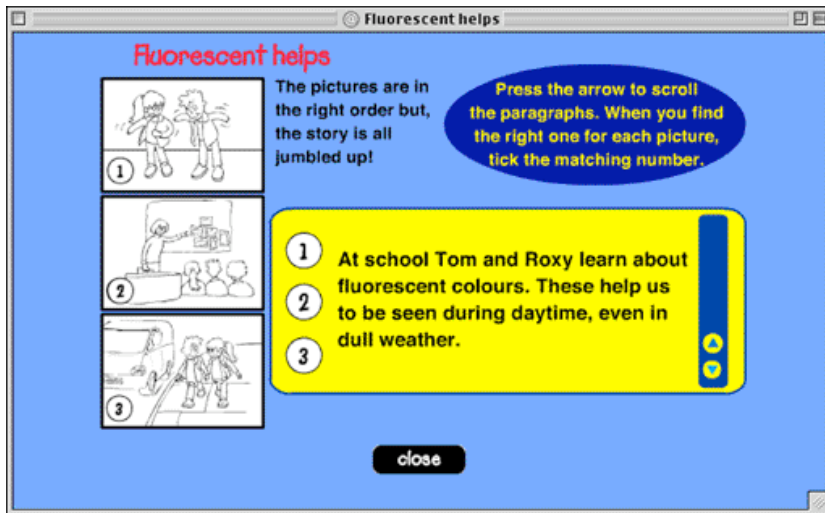
PSHE / PSD - developing healthier, safer lifestyles.

Extension Activities:

- Select a picture from the picture bank, download, print out and colour in fluorescent markers / paint - **ICT**
- Discussions on their clothing, problems of most uniforms, etc. - **ENGLISH**
- Creative writing on 'standing out' against background - either based on fantasy or reality - **ENGLISH**
- Survey each member of class, to find favourite colour, translate this information into unusual visual interpretation - **MATHS**
- Study brightly coloured species in nature, versus animals using camouflage - **SCIENCE**
- Make own palette of colours, dividing into dull, dark and bright and light colours - **ART**



Activity 4 - Fluorescent helps **



Description:

In this activity, the pictures tell a sequential story about two of the children learning about fluorescent colours. The written version of the story is jumbled up and needs to be put in correct order.

Methodology:

- View sequential pictures
- Use scroll bar to view text

- Select the correct paragraph for each picture in turn
- Tick the appropriate number to re-arrange the text
- Print out the whole story.

Road Safety Message:

How bright, fluorescent clothing and / or accessories enable road users to be seen easily by drivers during the day.

ICT Discussion:

How does organising / re-organising information make a difference? Is the order always important?

Curriculum Links:

ICT - finding things out, developing ideas, making things happen

ENGLISH - reading and understanding

SCIENCE - materials and properties.

Extension Activities:

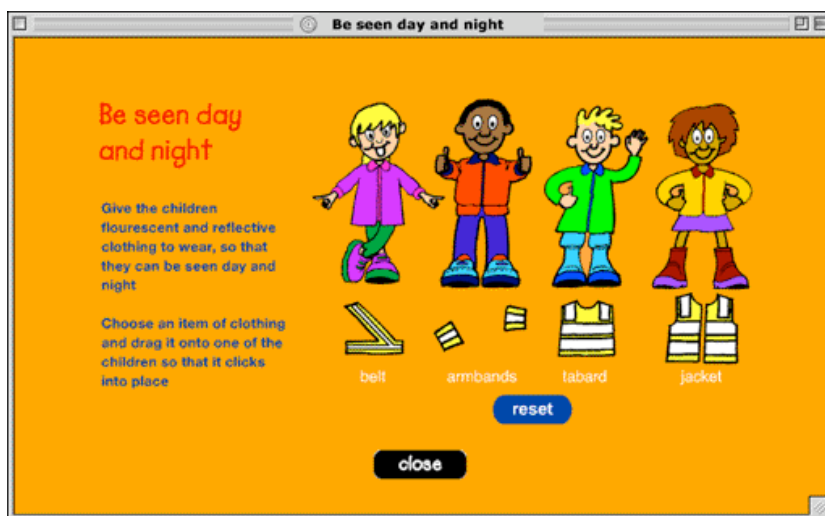
- Download the text document (story of the children) or any other document / story and print out. Cut up each paragraph and jumble the order. With the class working in pairs, see how quickly the correct order can be achieved - **ICT**
- See how many words can be made out of the letters '**FLUORESCENT**' - **ENGLISH**
- Survey in class / school about times of day / how long etc journeys to and from school take - **MATHS**
- Class investigations on uses of fluorescent material - at home, at school, out and about - **SCIENCE**



Answers to Activity 4:

1. It's a dull winter day. Tom and Roxy are getting ready for school. They put on their warm dark blue coats.
2. At school they learn about fluorescent colours. These help us to be seen during the daytime, even in dull weather.
3. Next day Tom and Roxy wear scarves and bags in fluorescent colours. Now they can be seen easily, as they walk to school, by all the drivers.

Activity 5 - Be seen day and night *



Description:

A two part activity: first to select clothing accessories for each child, next to show the effects of these fluorescent and reflective accessories during daytime and at night.

Methodology:

- Choose an accessory for each child

- Click and drag the accessory
- Drop onto chosen child
- Incorrect accessories bounce back
- Correct accessories fit and stay on the child
- Daylight view shows fluorescent parts brightly coloured, reflective parts grey
- Click to turn screen to night view
- Use on-screen torch to shine on children
- Reflective strips reflect light back.

Road Safety Messages:

Bright and fluorescent clothing show up well in daytime, whatever the weather. Reflective materials are necessary at night.

ICT Discussion:

How could this activity be explored in real life? Would it be easier or more difficult to get the result?



Curriculum Links:

ICT - finding things out, developing ideas, making things happen, reviewing and evaluating

SCIENCE - colours / materials, properties and scientific enquiry.

Extension Activities:

- Create a new document, download pictures, copy and paste from picture bank and type in your description / understanding of how reflective / fluorescent works - **ICT**
- Class discussion on ways of explaining and describing visibility / fluorescent / reflective, to a much younger child - **ENGLISH**
- Compose a piece of poetry about 'being bright, day and night' - **ENGLISH**
- Class survey of all children who wear both fluorescent / reflective materials - **MATHS**
- Experiments in darkened room with dark box and torch, using a variety of coloured, reflective and fluorescent materials - **SCIENCE**

Answers to Activity 5:

- Roxy wears the waistcoat
- Max wears the tabard
- Tom wears the armbands
- Jess wears the Sam Brown belt.

Activity 6 - Reflective helps **



Description:

This activity is a road, seen through a wind-screen, from the driver's point of view. The scene is first seen in daylight, then at night, showing up those things in the road environment that use reflective material.

Methodology:

- View the road scene as seen by day

- Click button to change scene from day to night
- Read word boxes at base of illustration
- Select items that reflect in the car's headlights
- Click the appropriate box
- Correct items activate an explanatory sentence over the picture.

Road Safety Messages:

The importance of reflective material in the road environment and how cats' eyes help the drivers keep on the correct side of the road, how road signs can show up at night and how reflectors and reflective material aid conspicuity for pedestrians and cyclists.

ICT Discussion:

Is this a suitable activity to show the road environment day and night? What other way could this be achieved - text, spreadsheets, tables, charts?

Curriculum Links:

ICT - finding things out, developing ideas, making things happen

ENGLISH - reading and understanding

SCIENCE - scientific enquiry, materials, properties and physical processes

GEOGRAPHY - knowledge and understanding of patterns and processes.

Extension Activities:

- Using a suitable photo of an everyday scene (e.g. school entrance) create a chart on screen, listing all reflective and non reflective material in the scene - **ICT**
- Creative writing on school crossing patrols being clearly visible on a dark morning - **ENGLISH**
- Discussion on how important it is for emergency services / road workers / rail workers to be seen clearly both day and night - **ENGLISH**
- Class survey on how many things are made of reflective material on their route to school - **MATHS**
- Study how prisms reflect light - **SCIENCE**

Answers to Activity 6:

- The cyclist has a reflective coat and helmet
- Cats' eyes in the middle of the road reflect light
- Road signs are made of reflective material
- The bicycle has spoke, pedal and rear reflectors
- The policeman has reflective strips on his uniform.



Activity 7 - Safe all year round **

Description:

This is an activity showing the same scene during autumn, winter, spring and summer and the seasonal changes. Specific road safety hazards need to be selected for each season.



Methodology:

- Choose a season by clicking its button
- Select specific hazard from word list in the box below the picture
- If the hazard fits the season, the screen will animate, showing the hazard and its consequences
- Each hazard may be applicable for more than one season.

Road Safety Message:

Weather and seasonal changes like fog, rain, snow or even strong sun or wind, can affect our ability to see and to be seen easily, in the road environment.

ICT Discussion:

Does graphically interpreted information have more impact than pure text? How would this be portrayed on a spreadsheet?

Curriculum Links:

ICT - finding things out, developing ideas, reviewing and evaluating

ENGLISH - reading strategies, reasoning and decision making

SCIENCE - physical processes and changing environments in nature

GEOGRAPHY - knowledge and understanding of places and different climates.

Extension Activities:

- Using seasonal hazards information from this activity, devise a way of exchanging and passing this knowledge onto another class / group / year using the computer - **ICT**
- Poetry on misty / foggy day where everything is shadowy and your imagination runs riot - **ENGLISH**
- Keep daily weather charts and discuss possible hazards of that day's weather - **GEOGRAPHY**
- Discuss different climates in countries all over the world - **GEOGRAPHY**



- Experiments on friction - relate them to stopping distances, effects of ice / rain / snow on stopping distance - **SCIENCE**
- Study tyre tread patterns - **ART**

Answers to Activity 7:

SEASON/WEATHER HAZARD

Autumn:	Wet leaves, wind, rain, fog
Winter:	Ice, dark mornings, snow, wind
Spring:	Rain, thunderstorms, wind
Summer:	Blinding sun, thunderstorms
Dark mornings:	Wear something fluorescent and reflective
Rain:	Wear something fluorescent and reflective and do not obscure vision with hoods or hats
Blinding sun:	Wear peaked cap / sun glasses, allow extra time to cross the road as drivers have more difficulty seeing
Fog:	Wear something fluorescent and carry a torch
Wet leaves:	Wear shoes / boots / trainers with good grip and allow longer stopping distances for traffic
Thunderstorms:	Wear something fluorescent and reflective and take extra care as drivers will have difficulty seeing because of water spray
Strong wind:	If walking, stay well back from the kerb. If cycling, get off and wheel the bike. Take extra care as leaves / rubbish will be thrown about obscuring view
Ice / snow:	Wear shoes with good grip and do not rush. Allow extra time for vehicles to stop.

Activity 8 - Design a Poster **



Description:

This activity shows step by step the methodology of designing a poster: choosing a headline, main picture, reasoning / explanation paragraph and sign off line.

Each section involves a selection from a limited choice of visuals or words.

Methodology:

- Read instructions and text boxes
- Step 1: Choose headline / Click and drag
- Position in headline square
- Step 2: Choose picture / Click and drag
- Position in picture space
- Step 3: Decide on few sentences of copy
- Click on main text box and type in copy
- Step 4: Select sign off line / Click and drag
- Position in sign off area
- Step 5: Print out and colour.

Road Safety Messages:

Emphasis on the main points of being seen when out and about.

ICT Discussion:

Is the computer a good medium for design?

Curriculum Links:

ICT - developing ideas and making things happen, exchanging / sharing information, reviewing, modifying and evaluating work

ENGLISH - reading, qualifying, composition, planning and spelling

PSHE - developing healthier safer lifestyles.

Extension Activities:

- Create your own poster using steps from activity - but download a picture from the picture bank into your own document and decide on your own copy - **ICT**
- Discussion on how the messages in the poster could be translated into different media for different audiences - for example, radio, TV, newspaper, leaflet for the very young / teens / elderly, etc - **ENGLISH**
- Where would you position the poster for maximum impact? Where would be dangerous to position the poster and why (obscures sight lines etc) - **ENGLISH**
- Create school poster - **ART**



Activities 9 & 10 - Wordsearches 1* & 2**

'Be Seen' Wordsearch 1

Find the words from the list hidden in the puzzle. Look across and down.

When you find a word in the puzzle, click on each letter in the correct order and the word will light up.

black	light
bright	night
dark	road
day	white
dull	yellow

close

Description:

Both activities are wordsearches, where the given words are hidden in the body shape. Activity 9 has 10 words to find. Activity 10 has 15 words and is slightly more difficult.

Methodology:

- Locate word in squares on the right
- Click on each letter in turn to spell the word - letters are highlighted
- Correct words will highlight. If a new word uses a letter already highlighted, click it again.

'Be Seen' Wordsearch 2

Find the words from the list hidden in the puzzle. Look across and down.

When you find a word in the puzzle, click on each letter in the correct order and the word will light up.

armband	✓	headlights	
bright		night	
bleep		pedestrian	✓
car		reflective	✓
dark		shine	
day		torch	✓
dull		visible	✓
fluorescent			

Road Safety Messages:

Reinforcement of all the relevant vocabulary linked with keeping safe on the road by being seen.

ICT Discussion:

How can word processing programmes help with spellings/meanings (spell check, thesaurus) etc.

Curriculum Links:

ICT - finding things out, making things happen

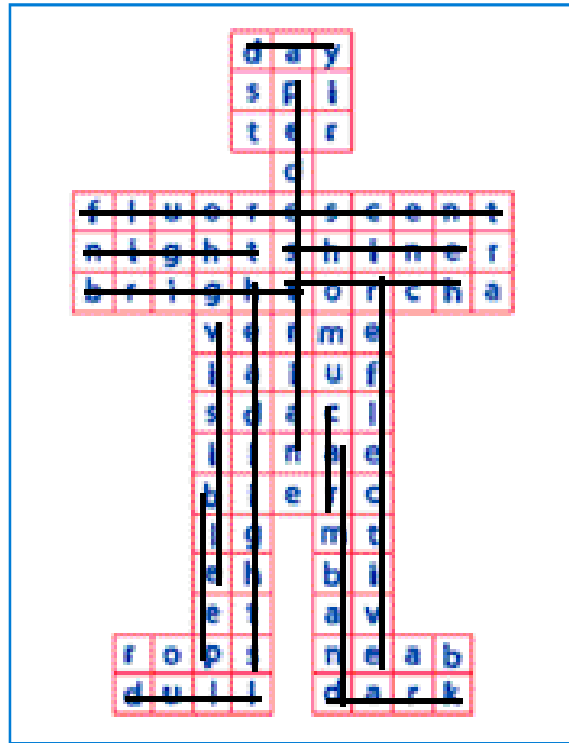
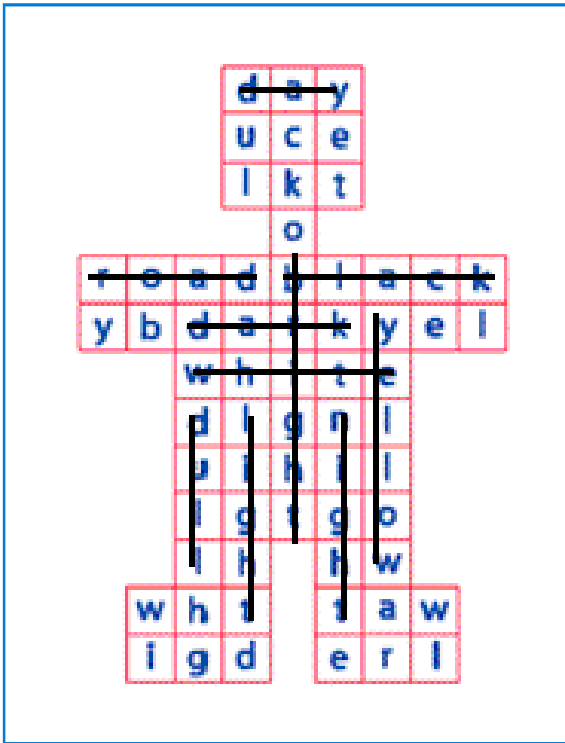
ENGLISH - reading, understanding, word discrimination and spelling, group discussion.

Extension Activities:

- Create a grid of squares in a graphics programme to make your own wordsearch, trying at first to incorporate 5 related words, then 10 etc. - **ICT**
- Take the given words and write 10 sentences, each including one of the words - extend this to make SUPER SENTENCES by adding as many adjectives and adverbs as possible, eg: **a)** it was hard to see the pedestrian walking down the street (sentence) **b)** it was extremely hard to clearly see the elderly pedestrian wearing dull, dark clothes, walking slowly down the dimly lit street (super sentence) - **ENGLISH**



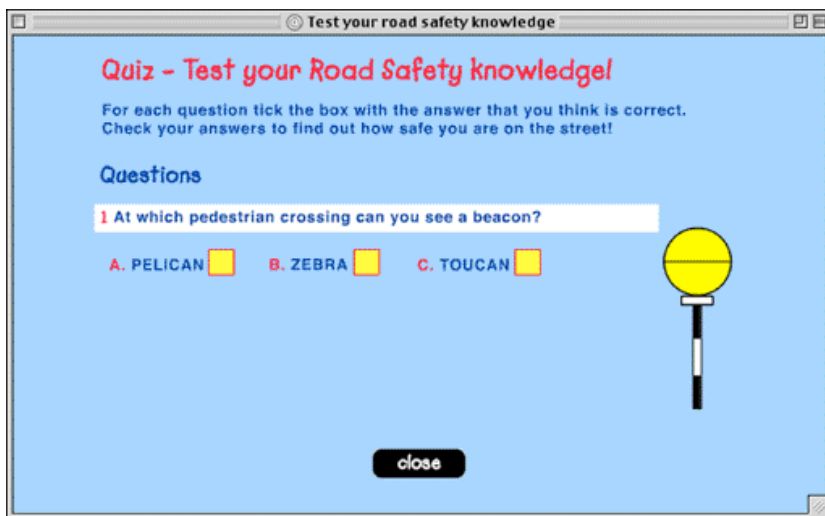
Answers to Activities 9 & 10:



Quiz 1 - Test your road safety knowledge **

Description:

General road safety questions with points awarded for correct answers: 3 for first try correct, 2 for second time correct, 1 point for third time lucky.



Answers to Quiz 1:

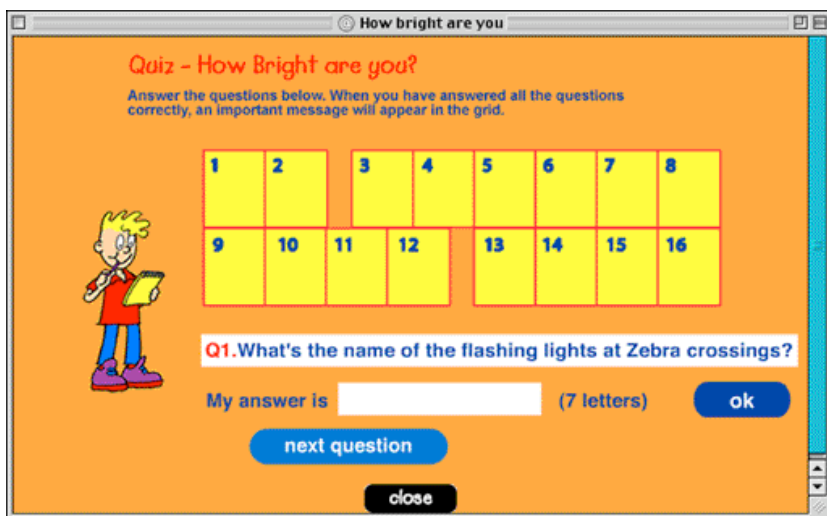
- 1 - zebra
- 2 - fluorescent
- 3 - children crossing ahead
- 4 - seatbelt
- 5 - do not start crossing
- 6 - wearing reflective material
- 7 - lollipop
- 8 - pavement side
- 9 - warn us
- 10 - keep clear

Methodology:

- Click on the correct answers
- Press the "Next Question" button to continue on the right



Quiz 2 - How bright are you? ***



Description:

Individual questions where the answers have a clue as to the number of letters.

Methodology:

- Answers typed in
- First letter of correct answer automatically enters into the grid, to produce a hidden message upon completion.

Road Safety Messages (for both Quizzes):

Our roads are busy, and potentially dangerous. All road users need to take care and observe road rules, in order that we all keep safe.

Curriculum Links (for both Quizzes):

ICT - finding things out, developing ideas, and making things happen

ENGLISH - reading, vocabulary spelling, understanding

PSHE / PSD - developing healthier lifestyles, extension activities.

Extension Activities (for both Quizzes):

- Children could create their own questions and answers, after they've used the activities, to reinforce messages
- You could set up your own school quiz master competition on road safety; inter-group, inter-class, even inter-school.

Answers to Quiz 2:

- | | |
|--------------------------|------------------|
| 1 - beacons (or belisha) | 9 - stop |
| 2 - eyes | 10 - tricycle |
| 3 - brakes | 11 - amber |
| 4 - reflective | 12 - yellow |
| 5 - ice | 13 - seatbelt |
| 6 - green | 14 - ambulance |
| 7 - hospital | 15 - fluorescent |
| 8 - traffic | 16 - ears |