



TEACHER'S SHEET

Presentation

In a current preoccupation with a safer mobility for the children, it appears necessary for the teachers to integrate in their program the various problems inherent in the road safety and the division of road space. This kit, whose Jules and Lea will be the guides, proposes educational tools usable in the classroom and accompanied by a sheet for the teacher. At the end of each activity, pupil will be able to write with his own words what he remembered and to test his knowledge using a quiz.

Activities

	Activity 1	Activity 2	Activity 3	Activity 4	Activity 5
Tell > To express oneself in a suitable and precise vocabulary, verbal and written.	X	X	X	X	X
Read > Read alone and understand a question, an instruction.	X	X	X	X	X
Write > Answer a question by a complete written sentence.				X	X
Study of the language - Vocabulary > Include/understand new words and use them advisedly.	X	X	X		
Geometry > Use the ruler, the square and the compass to build usual plane figures.			X		
To master knowledge in various scientific disciplines > Technical objects (activity 1), sky and earth (activity 5).	X				X
To have a responsible behaviour > Respect the rules of the collective life.	X	X		X	

Activity 1: I discover the Highway Code.

It is necessary for the pupils to familiarize themselves with the road signs. A good knowledge of this descriptive makes it possible to circulate in full safety.

- > **Teaching objective:** know the meaning of indications (traffic lights and signs).
- > **Required skills:** know some signs, their meaning and how traffic lights work.
- > **Pupils wonder about** different road signs and a traffic light. They have to find their meaning (Compulsory path for pedestrians / No entry / Slippery road / Bus stop / Obligation to stop).
- > **Pupils learn** that a road sign has a specific shape and colour according to the information it gives and a traffic light works according to a basic code.
- > **To reinvest the concepts,** the pupils answer riddles of the type "Who am I?".
- > **Extension:** create a set of questions/answers to connect the signs to their meaning.

Activity 2: I ride my bike.

To ride a bike, you have to know how to prepare your vehicle and manage to insert in the traffic.

- > **Teaching objective:** be able to prepare and know the Highway Code's rules.
- > **Required skills:** know that there are some safety rules when riding a bike.
- > **Pupils wonder** about Jules and Lea's right attitude riding their bike. For Jules, they circle the equipment, the stretched arm, his position on the road. For Lea: the use of the cycle track and the importance to ride in single file.
- > **Pupils learn** that to ride a bike, they must be equipped and check the good performance of the vehicle. They also have to remember that the existence of cycle tracks and circulation rules.
- > **To reinvest the concepts,** pupils have to find some words from their definition and shall look for them in a mixed-words grid. The words are: bicycle, helmet, cycle, waistcoat, brake and tires.
- > **Extension:** prepare a biking itinerary in the school with some road signs and some obstacles. Before riding, ask the pupils to check the good performance of their bike.





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Activity 3: I anticipate the risks.

It's necessary to be able to recognize and prevent the users from the dangers that they can meet on the road.

- › **Teaching objective:** identify the dangers, be able to adapt its behaviour and its equipment.
- › **Required skills:** know the graphic code of the road signs.
- › **Pupils wonder** about the high-risk situations on the road and have to circle the ways of indicating them to the other users (road sign, hazard warning lights, indicator, safety triangle).
- › **Pupils learn** that for each risk met on the road, there is a way to warn the users so that they can anticipate it.
- › **To reinvest the concepts**, the pupils connect the risks with the ways to indicate them:
 - crossing animals and works ⇒ the road sign
 - broken down car ⇒ safety triangle, hazard warning lights
 - cyclists ⇒ indicator.
- › **Extension:** imagine a biking itinerary with some dangers and ways to warn at pupil's disposal to allow them to warn the other users.

Activity 4: I use public transport.

Using public transport is about respecting rules and adopting a responsible behaviour.

- › **Teaching objective:** know safety and group life rules linked to collective transportation.
- › **Required skills:** know how public transports work.
- › **Pupils wonder** about Lea's attitudes during a bus trip. They have to notice: her calm in the waiting area, her responsible behaviour during the trip and her vigilance when getting out of the bus.
- › **Pupils learn** that there are rules to respect and a responsible behaviour to adopt.
- › **To reinvest the concepts**, the pupils have to answer to a quiz about a bus trip. The exercise will be the occasion for the teacher to point out the rules of behaviour in any public transport.
- › **Extension:** in order to prepare a bus school-trip, the pupils will have to write the good behaviour's charter. This exercise will make it possible to add rules (obligation to wear a safety belt for example).

Activity 5: I adapt to the weather.

The weather conditions don't always allow getting around in full safety. Indeed, the state of the road can be modified by the climate, as well as the visibility.

- › **Teaching objective:** considering the circumstances (luminosity and weather conditions) before engaging in the traffic's space.
- › **Required skills:** know the different weather conditions.
- › **Pupils wonder** about the different weather conditions and their impact on the road safety. They must circle the possible hazards inherent in these conditions.
- › **Pupils learn** that it's necessary to adapt its equipment and behaviour to the external circumstances.
- › **To reinvest the concepts**, the pupils answer questions after reading an article of newspaper about an accident due to bad traffic conditions.
- › **Extension:** build a weather station and prepare a road poster by state of the climate by associating it with the safety rules.

To go further...

M. Gorde, *La Balade de Lapin-malin*, Paris, La Prévention routière (Road Prevention), 1992.

S. Korvin/B. Schneider, *L'Enfant dans la rue*, Training Manual, Sécurité Routière (Road Safety), 1991.

Handy guide of animation road safety, Paris, Syros Alternatives, 1991.

National Education, *Road safety for elementary school*, Dijon, CRDP Bourgogne, 2000.

Éducation à la sécurité routière:

<http://eduscol.education.fr/education-securite-routiere>

Road prevention: www.preventionroutiere.asso.fr

Road signs explained to children in Quebec:
www.centrcn.umontreal.ca/~leboeufm/blt6336

Repertory of sites general practitioners on safety:
www.alpharoute.info/cybertheque/1codes.html

Pedestrian's license: www.permispieton.com

