



# 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
<b>Tell</b> > Take part in class in a verbal exchange respecting the communication's rules. Use precise words to express oneself.	X	X	X	X	X
<b>Read</b> > Read alone and understand a question, a simple instruction.	X	X	X	X	X
<b>To have a responsible behaviour</b> > Respect the others and rules of the collective life.	X			X	X
<b>Geometry</b> > Recognize, name and describe plane shapes.	X	X	X		
<b>Vocabulary</b> > Use precise words to express oneself.				X	

### Activity 1: I cross the street in full safety.

For a pedestrian, it's important to know how to look at and listen in order to apprehend the movements of the road users. A responsible behaviour makes it possible to the pedestrian to cross the roadway in a safe way.

- > **Teaching objective:** Take into account the parameters of safety to cross the roadway.
- > **Required skills:** the direction of traffic and the how traffic lights work.
- > **Pupils observe** a situation with a crossroad and analyze the possible choices. Teacher will take care to make emerge the concept of waiting or engagement.
- > **Pupils learn** that they must use marked crosswalks all the time, and look to the right and to the left.
- > **To reinvest the concepts,** pupils will make the parameters of safety becoming theirs by drawing them.
- > **Extension:** Print a simple plan of the streets which surround your school and ask pupils to draw the crossroads and the traffic lights: <http://maps.google.fr/>

### Activity 2: I understand the road signs.

Knowing that sign's colour and shape correspond to a particular significance (danger, indication) makes it possible to quickly understand the significance of the signs during a displacement.

- > **Teaching objective:** Sign's colour and shape are significant.
- > **Required skills:** Knowing that traffic is organized by road signs, and knowing some of them.
- > **Pupils observe** some road signs and look for their meaning. Teacher may then work on opposites (e.g. allow vs forbid) or family words (to forbid, a forbidding, forbidden).
- > **Pupils learn** that sign's colour and shape give information about its meaning. Teaching may broaden this graphic code's learning according to the level of the class.
- > **To reinvest the concepts,** pupils look at an invented sign ("teats forbidden") and elucidate it. Then, everyone can invent its own sign, respecting the graphic codes.
- > **Extension:** Create life-sized signs with different materials and display them.





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#### Activity 3: I move when it's dark.

Beyond the Highway Code, there are attitudes to adopt when one is a user. It should be known how to behave and be equipped according to the weather and to the itinerary.

- › **Teaching objective:** Identify dangers, know how to adapt its comportment and equipment.
- › **Required skills:** Night vision is less effective than diurnal vision.
- › **Pupils observe** several outfits and must choose the most adapted to the context.
- › **Pupils learn** that when the visibility is reduced, clear and car-reflective equipment is required. It's important to cross on enlightened crosswalks (public lighting).
- › **To reinvest the concepts**, pupils trace Jules's route. The way to be privileged is the longest but the best enlightened one. Teacher may point out the context of use of the helmets of motor bike and bicycle.
- › **Extension:** Lesson about mirrors and reflective light. Comparison with reflective waistcoats. Activities in the darkened classroom to find out what is the most visible.

#### Activity 4: I ride my bike.

To use a bicycle in full safety, you have to check its equipment and to understand how it works. When the rider has checked everything, he can engage in the circulation's space which is allotted to him.

- › **Teaching objective:** Know how to share a circulation's space; using protecting equipments.
- › **Required skills:** Know how a bike works and dangers that can threaten the rider.
- › **Pupils observe** Jules's good behaviour on his bike. The cycle track, the helmet, the bicycle provided with lights, the waistcoat and the reflective bands must be located and clarified by the teacher.
- › **Pupils learn** that to ride a bike, there are some safety regulations to be respected.
- › **To reinvest the concepts**, pupils put in order and describe a series of labels about Jules and Lea's riding trip. Teacher will carry out a collective validation.
- › **Extension:** Within the framework of road's activities, prepare a biking itinerary in the school with circulation's rules. Pupils will have as a preliminary to prepare their equipment and to check their material.

#### Activity 5: I get in a car.

The passenger of a vehicle must adopt a calm attitude to not disturb the driver. The child has to understand why he must be installed and attached to the backseats and why he shall be able to do it by himself.

- › **Teaching objective:** To know and respect the rules as a car passenger.
- › **Required skills:** Knowing how to get in and out of the car. Knowing that there is a passenger's code.
- › **Pupils observe** various situations and have to choose where the child is well installed.
- › **Pupils learn** that there is a passenger's code, important for his safety and driver's safety.
- › **To reinvest the concepts**, it's pupil's turn to check Jules and Lea's installation in the car. Teacher expects pupils to think about the safety belt and the backseats.
- › **Extension:** Write a survey about the individual behaviour of the pupils. After a collective analysis, they will be able to invent slogans developing the good attitudes of the passenger and to display them.

#### 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.

**Road safety education:**

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

**Road prevention:**

<http://www.preventionroutiere.asso.fr>

**Road signs explained to children in Quebec:**

<http://www.centrcn.umontreal.ca/~leboeufm/blt6336>

**Repertory of sites general practitioners on safety:**

<http://www.alpharoute.info/cybertheque/1codes.html>

**Pedestrian's license:** <http://www.permispieton.com>

