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Introduction: Pavement & Road Craft

Introduction

Travel is an integral part of everyday, life that most people take for granted. The majority of pupils with learning difficulties enjoy travelling and a programme, which promotes the skills needed to travel must be one that all pupils can access.

The following are a series of lesson plans designed to support a road safety programme. The lesson plans have been designed to assist teachers of pupils with moderate and severe learning difficulties, but would be appropriate for teachers in mainstream with children with similar levels of maturing and difficulties. The lesson plans, although designed to be progressive can be used in isolation or in sections dependent on the pupils abilities and needs.

Pupils with profound and multiple learning difficulties who may never travel independently need to acquire skills which will help them to become more familiar and comfortable with assisted travelling. Pupils who are depended can be taught skills to aid their ability and assist their future carers, for others independent travel can open new horizons and lead to greater freedom. These skills are often overlooked but when pupils gain ability to travel this frequently leads to increased abilities, raising of self esteem and increased confidence.

The lesson plans are linked to the Dingding website (www.DingDing.org.uk). They also include references to the National Curriculum Attainment Targets and the relevant levels, plus the Pre National Curriculum levels.

Credits

These lessonplans have been devised by Sarah Metcalfe and John Tyldesley in partnership with DingDing

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Introduction: Pavement & Road Craft

The following are areas of the National Curriculum that are appropriate to the lesson plans covered by the Pavement and road craft section.

Overview

- Where is the pavement.
- Where is the kerb.
- Who uses the pavement.
- What can we expect to see on the pavement.

National Curriculum Links for pavement and road craft

- www.qca.org.uk/8798_7667.html

PE	Outdoor & adventurous activities	11a,b,c,d
Citizenship	Developing skills of participation & responsible action	3a, c
Geography	Knowledge & understanding of places	3a
Maths	Reasoning	1j
English	Listening	2b, f
	Group discussion & interaction	3a
	Group discussions & interaction	10b role
PSHE	Developing confidence & responsibility & making the most of their abilities	1a,b,c,e
	Breadth of opportunities	4a,b,d

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Pre National Curriculum Levels

The majority of pupils with special needs are working towards National Curriculum levels and these are recorded in a series of P Levels (Pre National Curriculum levels). Below are a few examples of the areas that correspond to pavement and road craft lesson plans.

P1 – P3 following are generic for all subject areas.

P1i
Encounter activities & experiences.
May be passive or resistant.
May show simple reflex responses.
Participation is fully prompted.

P1ii
Emerging awareness of activities & experiences.
May have periods when they appear alert & ready to focus their attention on certain people, events objects.
May give intermittent reactions.

P2i
Begin to respond consistently to familiar people, events & objects.
React to new activities & experiences.
Begin to show interest in people, events & objects.
Accept & engage in coactive exploration.

P2ii
Begin to be proactive in their interactions.
Communicate consistent preferences and affective responses.
Recognise familiar people events & objects.
Perform actions often by trial & improvement.
Remember learned responses over a short period of time.
Cooperate with share exploration & supported participation.

P3i
Begin to communicate intentionally.
Seek attention through eye contact, gesture or action.
Request events or activities.
Participate in shared activities with less support.
Sustain concentration for short periods.
Explore materials in increasingly complex ways.
Observe the result of their own actions with interest.
Remember learned responses over a more extended period.

P3ii
Use emerging conventional communication.
Greet known people and may initiate interaction & activity.
Remember learned responses over a more increasing periods of time & may anticipate known events.
May respond to options & choices with actions / gestures.
Actively explore objects & events for more extended periods.
Apply potential solutions systematically to problems.

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Pre National Curriculum Levels

English Reading

P8	Understand that words signs, symbols & picture convey meaning.

National Curriculum Level

1C	Pupils can recognise familiar words signs, symbols & pictures. Speaking & Listening Expression.
1C	Communicate about matters of interest in familiar settings. Understand & respond appropriately to straight forward comments or instructions. Convey meanings including some relevant details to a range of others.
1B	Communicate clearly about matters of interest to individuals & groups. Follow what others say & respond appropriately to straight forward comments.
1A	Communicate clearly about matters of interest, taking turns in a range of situations & groups. Follow what others say & usually respond appropriately.
2C	Show by their direct responses that they listened.
2B	Show they are listening by communicating what they have heard.
3	Through relevant comments & questions they show they have listened carefully.
4	Listens carefully making contributions and asking questions that are responsive to others.

Maths Using & applying

P4	Aware of cause & effect in familiar activities. Show awareness of changes in shape position & quantity.
P5	Begin to sort sets of objects according to a single attribute. Make sets that have the same small number of objects in each. Solve simple problems practically.
P6	Sort objects & materials according to given criteria.
P7	Complete a range of classification acuities using a range of given criteria.
P8	Recognise describe and re-enact simple patterns & sequences. Begin to make simple estimates.

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Pre National Curriculum Levels

National Curriculum Level	
3	Try different approaches & find ways of overcoming difficulties.

Maths Number	
P4	Show an interest in number activities & counting.
P6	Demonstrate an understanding of more & fewer.
P7	Respond appropriately to key vocabulary & questions.
P8	Begin to use ordinal numbers when describing people or events.

Shape Space & Measures	
P4	Begin to search for objects that have gone out of sight, hearing, or touch. Demonstrate interest in people in relation to objects.
P	Find big & small objects on request. Explore the position of objects.
P6	Manipulate 3D shapes. Show understanding of words sign & symbols that describe positions.
P7	Begin to respond to forward & backward. Use familiar words when they compare sizes, quantities & describe position.
P8	Compare directly 2 lengths or heights. Identify specified criteria, e.g. longest, shortest etc. Show an awareness of time.

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Pavement and Roads

1

Lesson Plan 1

Aim: To discover the nature of the pavement.

Overview

- Where is the pavement.
- Where is the kerb.
- Who uses the pavement.
- What can we expect to see on the pavement.

Teaching Activities

Whole class: Visit a pavement in the locality.

- Identify the kerb.
- Practice walking along the pavement away from the kerb.
- Practice passing hazards such as bins, parked cars, dogs, prams and people.
- Practice stepping up and down the kerb.
- Practice going up and down the kerb using a wheelchair (if appropriate).

Plenary

- Discuss the activity.
- Describe what was seen.
- Demonstrate and practice passing a hazards.

Cross Curricular Links: English, Maths, Geography.

Links

Dingding

http://www.dingding.org.uk - NOTE: All of the DingDing modules are White Board friendly.

Walking Safely

Predictions. Problem solving. Reinforcing sequence of actions , stop, look, listen and think. Independent working to follow the instructions on the screen. Decision making. Consequences of actions.

Be Seen Be Safe

Personalising a character. Choose the appropriate clothes and make decisions about choices. Predicting the effects of the clothing under light. Identifying the parts of the body where clothes are worn.

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Roads

Aim: To discover the nature of the road.

Overview

- Where is the road.
- Who uses the road.
- What can we expect to see on the road.

Teaching Activities

Whole class: Visit a quiet road in the locality. Busy roads can be introduced later.

- Identify who uses the road, e.g. cars, buses, etc.
- Establish that roads are for vehicles not pedestrians.
- Establish that pavements are for people and roads are for vehicles.
- Keep a log of who uses the road.
- Identify types of vehicles, e.g. van, bike, bus etc.

Plenary

- Discuss the activity.
- Describe what was seen.
- Record a log using symbols to represent different types of vehicles.

Cross Curricular Links: English, Maths, Geography.

Links

Dingding

http://www.dingding.org.uk - NOTE: All of the DingDing modules are White Board friendly.

Point Of View

Identify the age / height differences, gross motor activities standing tall and small to imitate the heights of vision.

Walking Safely

Predictions. Problem solving. Reinforcing sequence of actions , stop, look, listen and think. Independent working to follow the instructions on the screen. Decision making. Consequences of actions.

more...

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Roads

Be Seen Be Safe

Personalising a character. Choose the appropriate clothes and make decisions about choices. Predicting the effects of the clothing under light. Identifying the parts of the body where clothes are worn.

Traffic Survey

Organising your learners to observe and record types of traffic at specific place and times you can then use *Traffic Survey* to graph your classes results.

Other resources: Web, Books

Please suggest any links you have to the DingDing team on hello@dingding.org.uk.

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Crossing a Road

Keystage or Levels?

Aim: To cross the road safely.

Overview

- To identify a safe place to cross.
- To sequence the actions required to cross a road.
- What can we expect to see on the road.

Teaching Activities

Whole class: Visit a quiet road. Avoiding road junctions and objects that will obstruct peoples views.

Remembering the following:

- Find a place where you can see the road and be seen by users of the road.
- Stop at the kerb, at a place where you can see clearly in both directions.
- Look for traffic, up the road and down the road.
- Listen for any traffic that may be coming.
- If traffic is coming let it pass.
- When there is no traffic walk straight across the road, do not run and keep looking as you cross the road.
- When you get to the other side of the road continue your journey walking on the inside of the pavement away from the traffic.

Plenary:

- Discuss the experience.
- Identify the sequence of actions used in crossing the road.
- Demonstrate and practice crossing the road.

Cross Curricular Links: English, Maths, ICT, Geography.

Links

DingDing

http://www.dingding.org.uk - NOTE: All of the DingDing modules are White Board friendly.

Green Cross Code.

This module comes in both 'easy' and 'hard' levels - unless you wish to challenge a talented and gifted group we advise using the 'easy' level to order the basic steps of the Green X Code. You can set this task for individuals, small groups or even as a white class white board exercise.

Point Of View

http://www.dingding.org.uk/games/manchester/point ofview/index.html

Identify the age / height differences, gross motor activities standing tall and small to imitate the heights of vision.

more...

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Crossing a Road

Walking Safely

Predictions. Problem solving. Reinforcing sequence of actions , stop, look, listen and think. Independent working to follow the instructions on the screen. Decision making. Consequences of actions.

DingDing *Cinema*

The cinema provides you with two animations demonstrating the Green X Code in a visually engaging way for young people and adults alike.

Aliens (4.5 mins / Aimed at approx keystage 2 and above) takes the theme of two Aliens invading the Earth who are foiled by their lack of understanding in crossing the road.

Chickens (1.5 mins / Aimed at approx keystage 1) depicts two chickens, one 'sensible' and one 'silly' chicken, who try to cross the road with varying degrees of success.

Other resources: Web, Books

Please suggest any links you have to the DingDing team on hello@dingding.org.uk.

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Different Places to Cross a Road: Zebra Crossing

Aim: To use an assisted method of crossing the road safely, namely a zebra crossing.

Overview

- To identify a zebra crossing.
- Identify the sequence the actions required to use a zebra crossing.
- Cross the road safely.

Teaching Activities

Whole class:

- Identify a zebra crossing.
- In pairs and then individually establish the sequence of actions needed to cross the road.

These are.

- Stop at the kerb.
- Look up and down for oncoming traffic and give it plenty of time to stop.
- When the traffic has stopped and it is safe you can cross the road.
- Walk across the road, do not stop and keep looking and listening.
- Where there is a traffic island, cross to the island and stop.
- Start again to cross to the other side.

Plenary

- Discuss the experience.
- Identify the sequence of actions used in crossing the road.
- Demonstrate and practice crossing the road using a mock zebra crossing.

Cross Curricular Links: English, Maths, ICT, Geography.

Links

DingDing

http://www.dingding.org.uk - NOTE: All of the DingDing modules are White Board friendly.

Green Cross Code.

This module comes in both 'easy' and 'hard' levels - unless you wish to challenge a talented and gifted group we advise using the 'easy' level to order the basic steps of the Green X Code. You can set this task for individuals, small groups or even as a white class white board exercise.

Point Of View

http://www.dingding.org.uk/games/manchester/point ofview/index.html

Identify the age / height differences, gross motor activities standing tall and small to imitate the heights of vision.

more...

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Different Places to Cross a Road: Zebra Crossing

Walking Safely

Predictions. Problem solving. Reinforcing sequence of actions , stop, look, listen and think. Independent working to follow the instructions on the screen. Decision making. Consequences of actions.

DingDing *Cinema*

The cinema provides you with two animations demonstrating the Green X Code in a visually engaging way for young people and adults alike.

Aliens (4.5 mins / Aimed at approx keystage 2 and above) takes the theme of two Aliens invading the Earth who are foiled by their lack of understanding in crossing the road.

Chickens (1.5 mins / Aimed at approx keystage 1) depicts two chickens, one 'sensible' and one 'silly' chicken, who try to cross the road with varying degrees of success.

Other resources: Web, Books

Please suggest any links you have to the DingDing team on hello@dingding.org.uk.

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Different Places to Cross a Road: *Pelican / Puffin / Toucan Crossing*

Aim: To use an assisted method of crossing the road safely, namely a pelican, puffin or toucan crossing.

Overview

- To identify a pelican, puffin and toucan crossing.
- Identify the sequence the actions required to use the crossing.
- Cross the road safely.

Teaching Activities

Whole class:

- Identify a pelican, puffin or toucan crossing.
- As a whole class group establish the sequence of actions needed to cross the road safely.
- In pairs and then individually practice the sequence of actions needed to cross the road.

Plenary

- Use role-play to demonstrate and practice crossing the road using a mock crossing.
- Use sounds to assist the recall of sequences.
- Discuss the experiences.

Cross Curricular Links: English, Maths, ICT, Geography.

Links

DingDing

http://www.dingding.org.uk - NOTE: All of the DingDing modules are White Board friendly.

Walking Safely

Predictions. Problem solving. Reinforcing sequence of actions , stop, look, listen and think. Independent working to follow the instructions on the screen. Decision making. Consequences of actions.

More...

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Different Places to Cross a Road: *Pelican / Puffin / Toucan Crossing*

DingDing *Cinema*

The cinema provides you with two animations demonstrating the Green X Code in a visually engaging way for young people and adults alike.

Aliens (4.5 mins / Aimed at approx keystage 2 and above) takes the theme of two Aliens invading the Earth who are foiled by their lack of understanding in crossing the road.
Note: Aliens make use a of crossing during the animation.

Chickens (1.5 mins / Aimed at approx keystage 1) depicts two chickens, one 'sensible' and one 'silly' chicken, who try to cross the road with varying degrees of success.

Other resources: Web, Books

Please suggest any links you have to the DingDing team on hello@dingding.org.uk.

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Different Places to Cross a Road: *School Crossing / Person Assisted Crossing*

Aim: To use an assisted method of crossing the road safely, namely a school crossing or person assisted crossing.

Overview

- To identify a school crossing patrol person etc.
- Identify the sequence of actions required to use the crossing.
- Cross the road safely.

Teaching Activities

Whole class: Identify a school crossing patrol.

- As a whole class group establish the sequence of actions needed to cross the road safely.
- In pairs and then individually practice the sequence of actions needed to cross the road.
- Cross the road when you are told to do so.
- Walk in front of the officer.
- Do not run.
- Do not stop.
- When you get to the other side continue your journey walking away from the traffic.

Plenary

- Discuss the activity.
- Describe what was seen.
- Demonstrate and practice passing a hazards.

Cross Curricular Links: English, Maths, ICT, Geography.

Links

Links to other websites...??
http://www.gmpte.com/content.cfm?subcategory_id=3122864
http://www.coolmove.org.uk/contact.htm in, any others?
http://afse.org.uk/news/travel_training.pdf
Books available?

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Different Places to Cross a Road:
School Crossing / Person Assisted Crossing

Coming soon: Photographs of school crossings and police controlled crossing.

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