Hazards

Introduction

There are many factors for pupils to consider when they begin exploring their local environment using the streets and roads. Many of these can be distractions and need to be viewed as hazards for pupils with special educational needs. These hazards need to be identified to pupils so that they become familiar with them and confident when dealing with them. Hazards could be grouped into those involving vehicles, people, animals and objects.

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

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.
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.
P5	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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Hazards: Vehicles

Aim: To use the roadway safely avoiding an identified hazard, namely a vehicle.

Overview

- To identify a vehicle and the hazards it presents.
- To identify the sequence of actions required to negotiate the hazard appropriately.
- To use the roadway safely.

Teaching Activities

Whole class: Make your way to a quiet road in the locality.

- Identify who uses the road, e.g. cars, buses, etc.
- Establish that vehicles can be dangerous.
- Establish how vehicles can be dangerous, e.g. parked obstructing pathway and visibility, when parked near to a junction.
- Practice dealing with parked vehicles as obstructions, e.g. a vehicles parked on the pavement making it difficult to continue walking along the pavement.
- Practice crossing the road in a safe place avoiding parked vehicles, encouraging the pupils to make an informed decision of where it is safe to cross.
- Identify how moving vehicles can be dangerous e.g. at a zebra crossing, driving along the road, and reversing from a driveway etc.
- Identify when it is not safe to cross the road and why, i.e. consider vehicle speed, visibility.
- Identify when it is safe to step onto the road, i.e. at a zebra crossing, or when you are able to see that there are no cars and you can cross the road.

Plenary

- Identify hazards, articulate the reasons that make it dangerous.
- Identify how to resolve a situation and stay safe.
- Use role play to demonstrate and practice negotiating hazards.
- Discuss the experiences.

More...

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Hazards: Vehicles

Curriculum Links: English. Maths. Geography. Citizenship.

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.

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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Hazards: People

2

Lesson Plan 2

Aim: To travel safely avoiding any human obstructions or hazards.

Overview

- To identify a hazard involving a person.
- To identify the sequence of actions required to negotiate the hazard appropriately.
- To travel safely.

Teaching Activities

Whole class: To explore the local environment.

- Identify hazards involving an object e.g. a wheelie bin, ladder, tree, sandwich boards, road works, ice, puddles etc.
- Establish what it is that constitutes a hazard.
- Establish that a hazards needs to be negotiated.
- Establish a sequence of actions to negotiate hazards, such as where is the hazard, what is it obstructing, how can I get around the obstruction and stay safe.
- Practice dealing with identified hazards (these may need to be staged). e.g. wheelie bin across the pavement, sandwich board obstructing a pavement.

Plenary

- Identify hazards, articulate the reasons that make it dangerous.
- Identify how to resolve a situation and stay safe, remembering the sequence; where is the hazard, what is it obstructing, how can I get around the obstruction and stay safe.
- Use role-play to demonstrate and practice negotiating hazards.
- Discuss the experiences.

Cross Curricular Links: English. Maths. Geography. Citizenship.

Links

DingDing

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Point Of View

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Hazards: Objects

3

Lesson Plan 3

Aim: To travel safely avoiding any obstructions or hazards.

Overview

- To identify a hazard involving an object.
- To identify the sequence of actions required to negotiate the hazard appropriately.
- To travel safely.

Teaching Activities

Whole class: To explore the local environment.

- Identify hazards involving an object e.g. a wheelie bin, ladder, tree, sandwich boards, road works, ice, puddles etc.
- Establish what it is that constitutes a hazard.
- Establish that a hazards needs to be negotiated.
- Establish a sequence of actions to negotiate hazards, such as where is the hazard, what is it obstructing, how can I get around the obstruction and stay safe.
- Practice dealing with identified hazards (these may need to be staged). e.g. wheelie bin across the pavement, sandwich board obstructing a pavement.

Plenary:

- Identify hazards, articulate the reasons that make it dangerous.
- Identify how to resolve a situation and stay safe, remembering the sequence; where is the hazard, what is it obstructing, how can I get around the obstruction and stay safe.
- Use role-play to demonstrate and practice negotiating hazards.
- Discuss the experiences.

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

Links

DingDing

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Point Of View

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Hazards: Animals

4

Lesson Plan 4

Aim: To travel safely avoiding any obstructions or hazards.

Overview

- To identify a hazard involving an animal.
- To identify the sequence of actions required to negotiate the hazard appropriately.
- To behave appropriately around animals.
- To travel safely.

Teaching Activities

Whole class: Classroom activity.

- To bring a friendly dog into the classroom and introduce it to the class.
- Demonstrate how to behave around animals, not to shout, remain calm and quiet, keep movements steady and predictable.
- Encourage pupils to interact with the dog and become confident in its presence, ensuring that they touch the dog appropriately and are aware of the potential dangers.
- Role-play; practice walking past the dog without deviating or showing anxiety as if walking along the pavement.
- Establish what it is that constitutes a potential hazard involving an animal.
- Establish that a hazards needs to be negotiated.
- Establish a sequence of actions to negotiate hazards, such as where is the hazard, what is it obstructing, how can I get around the obstruction and stay safe.
- Practice dealing with identified hazards.

Plenary:

- Identify appropriate ways to communicate with the dog by touch and voice.
- Use games to interact and gain confidence in the presence of the dog.
- Discuss the experiences.

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

Links

DingDing

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

Point Of View

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

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Pre National Curriculum Levels

5

Lesson Plan 5

Aim: To travel safely avoiding any obstructions or hazards.

Overview

- To identify a hazard involving an animal.
- To identify the sequence of actions required to negotiate the hazard appropriately.
- To behave appropriately around animals.
- To travel safely.

Teaching Activities

Whole class: Outdoor

- To take the friendly dog to the playground with the pupils and encourage them to practice pavement craft with the dog present.
- Demonstrate how to behave around animals, not to shout, remain calm and quiet, keep movements steady and predictable.
- Role-play; practice walking past the dog without deviating or showing anxiety as if walking along the pavement.
- Establish what it is that constitutes a potential hazard involving an animal.
- Establish that a hazards needs to be negotiated.
- Establish a sequence of actions to negotiate hazards, such as where is the hazard, what is it obstructing, how can I get around the obstruction and stay safe.
- Practice dealing with identified hazards.

Plenary

- To walk past the dog when practicing pavement craft.
- Identify appropriate ways to communicate with the dog by touch and voice.
- Discuss the experiences.

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

Links

DingDing

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Point Of View

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Hazards: Dealing Appropriatley With An Animal

6

Lesson Plan 6

Aim: To travel safely avoiding any obstructions or hazards.

Overview

- To identify a hazard involving an animal.
- To identify the sequence of actions required to negotiate the hazard appropriately.
- To behave appropriately around animals.
- To travel safely.

Teaching Activities:

Whole class: Outdoor

- To walk an unfamiliar dog past the pupils and encourage them to practice pavement craft with the dog present.
- To reinforce how to behave with a dog they do not know, (highlighting it is unsafe to stroke strange animals).
- Role-play practice walking past the dog without deviating or showing anxiety as if walking along the pavement.
- Establish what it is that constitutes a potential hazard involving an animal.
- Establish that a hazards needs to be negotiated.
- Establish a sequence of actions to negotiate hazards, such as where is the hazard, what is it obstructing, how can I get around the obstruction and stay safe.
- Practice dealing with identified hazards.

Plenary

- To walk past the dog when practicing pavement craft.
- Discuss appropriate behaviour in the presence of an unknown dog.

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

Links

DingDing

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

Point Of View

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

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