

I Can Keep Myself Safe



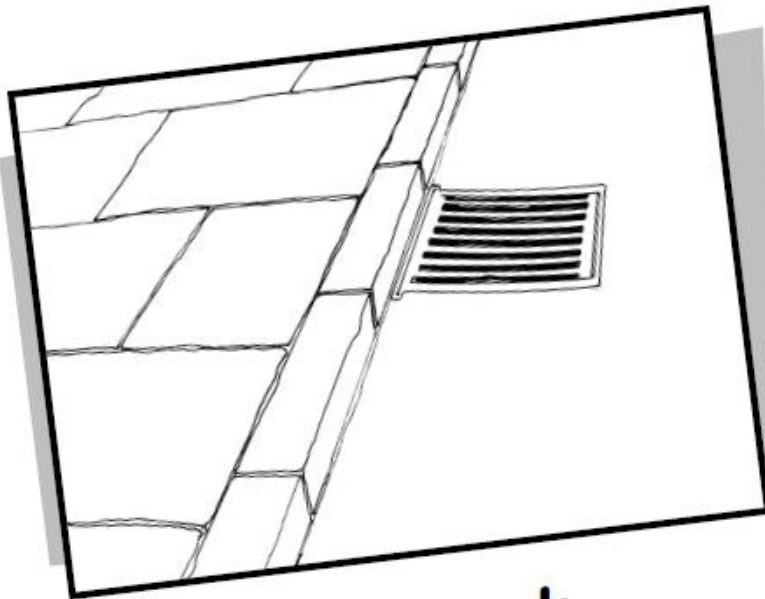
A Year 3 Road Safety Book

Part Two

What is it ?

The edge of the pavement has a special name. Do you know what it is ?

Part 2



k _ _ _

Aim

Your child should be able to recognise and explain what the kerb is.

Reason

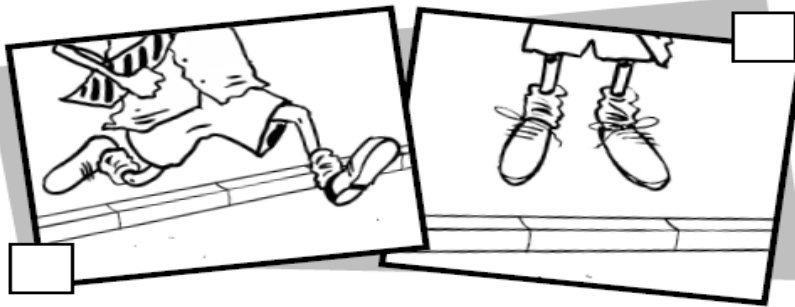
Most road safety resources talk about the need to stop at the kerb. However, when asked, many young children do not know what the kerb is. If young children are expected to learn to stop at the kerb it is important that they know what it is.

Discussion

Ask your child what the edge of the road is called (the kerb) and what they think they need to do when they reach the kerb (Stop).

Stopping

Tick the box next to the picture that shows the boy stopping at the kerb.



Part 2

The sentence below is mixed up. Put the words in the correct order.

kerb. I the stop always at

I a l y t p at the k r .

Aim

Your child needs to understand the importance of stopping at the kerb and be able to explain the potential consequences of **not** stopping at the kerb before going onto a road.

Reason

Many casualty reports involving young children start with the same three words... Child ran out.... Getting a child to stop at the kerb before entering the road is the most important (and most difficult to control) aspect of crossing the road. When asked to describe how they should cross safely most children will say that they need to stop, look and listen. In practice however, their actions rarely reflect their words. It is vital that they understand the importance of stopping.

Discussion

Ask your child to explain why they think they need to stop at the kerb (to give themselves time to look and listen properly for any traffic).

Ask them which picture shows the person behaving safely near the road and get them to explain their answer.

Can they explain what they think could happen to the person who is running straight into the road (they could be hit by traffic and be seriously injured). Ask them whose fault it would have been if the person running out had been hurt.

Looking

We use our eyes to look.

Part 2



y _ _ _

This picture shows the children

l _ _ k _ _ g.

Aim

Your child should understand the importance of looking properly for traffic.

Reason

Children will nearly always say that they need to look for traffic but in practice they often fail to look properly.

Instead, they point in different directions and say 'look that way and that way' without actually moving their heads to look properly.

Discussion

Ask your child what they should look for before they cross the road (traffic) and get them to explain what could happen if they don't look properly before they step off the kerb. Discuss the importance of looking properly rather than just pointing in different directions. Explain that to look properly they will need to move their heads.

Stress the importance of always looking properly and explain that some traffic is very quiet (e.g. pedal cycles or low powered scooters) and they may not hear it coming.

Listening

We use our ears to listen.



Part 2

e _ r _

This picture

shows the children i e g.

Fill in the missing words

We need to l s n
carefully for t f c
before we cross the road.

Aim

Your child should understand the importance of listening carefully for traffic.

Reason

Whilst young children often state the need to look for traffic they often fail to mention the importance of listening for traffic.

Discussion

Explain that sometimes we can hear traffic before we see it (it may be coming from around a corner or from behind). Ask your child to close their eyes for a minute and ask them to think about the different sounds that they can hear. Ask them to tell you the different things that they heard while their eyes were closed (this may include people in your house, birds singing, traffic, a train going by etc). This will demonstrate that they can hear things even when they cannot see them.

Crossing

Count how many steps the children in each picture would take on the road to reach the ice cream van.



steps

Aim

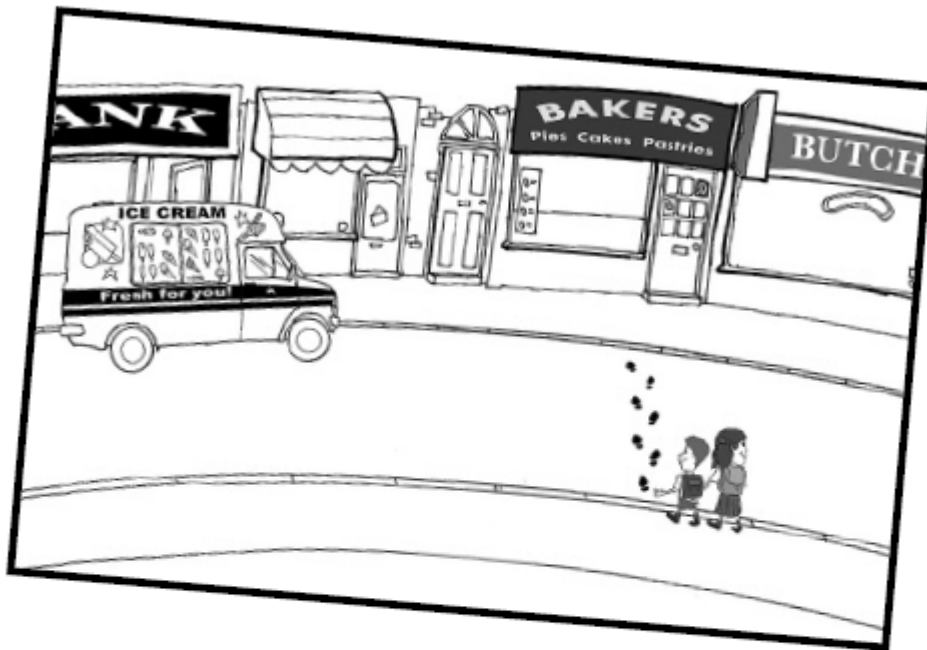
Your child should understand the importance of crossing in a way that involves spending the least amount of time in the road.

Reason

Children often choose to cross the road in a diagonal line (as in the picture above) spending longer in the road than they would if they had gone straight across (as in the picture on the next page). This obviously exposes them to danger for longer than is necessary.

Discussion

Ask your child to count how many steps it would take the children in each picture to cross the road and ask them to write their answers in the boxes provided. Ask them which they think is the safest way to cross and get them to explain their answers. Your child should be drawn to conclude that it is safer to cross in a way that involves spending the least amount of time in the road. In addition to this, if they cross in a diagonal line they may not be able to see traffic that may be coming from behind.



steps

Write your answers in the boxes underneath each picture.

Discussion

Ask your child to count how many steps it would take the children in each picture to cross the road and ask them to write their answers in the boxes provided. Ask them which they think is the safest way to cross and get them to explain their answers. Your child should be drawn to conclude that it is safer to cross in a way that involves spending the least amount of time in the road. In addition to this, if they cross in a diagonal line they may not be able to see traffic that may be coming from behind.