



## 3. Map your journey

Age: 10-12



### Learning objectives

1. I know how to plan a safer journey to school.
2. I know my responsibilities as a pedestrian, a cyclist, or a passenger in a car or on public transport.

### Learning outcomes

By the end of this lesson pupils will be able to talk about their route to and from school and how to stay safer, including extra precautions they'd take based on insights gathered from the [THINK! Map](#).

### Parental/guardian engagement

- Pupils can be encouraged to go home and use an online mapping service (such as **Google Maps**) to map out their route to school. Together with their parents/guardians they can label areas where there is potential risk e.g. sharp turns, busy roads, walkways where pedestrians and cyclists share routes, bus stops etc.
- Email or text parents/guardians a link to the [THINK! Map](#), to help them have a productive discussion with their child about their journey to school and what they should watch out for to help increase their road safety awareness.

### You'll need:

- ✓ [THINK! Map](#)

## Introduction

This lesson is going to focus on maps. Explore with pupils what a map is for and where we might use one, including digital maps. What useful information can you gather from a map?

Ask pupils if they or their parents/guardians have ever used a map? What kind of map was it? One on their phones, a paper map, a satnav in the car? Why did they need to use it? How was it useful?

## THINK! Map

Pupils are going to be reading different maps, plotting a safer route to school, and thinking about how to use different maps (online or paper) safely.

Remember, **road safety can be a sensitive issue**, before delivering THINK! Map information, please check whether any young people have been affected by a serious road incident as a witness or a victim. For more guidance for educators' information click [here](#).

Bring up the **THINK! Map** on the interactive whiteboard. Display with all of the 'filters' blank (click 'Clear all'), so that no incidents are shown on the map, filters will be introduced later in the lesson. Work with the pupils and model how you might work out your way from one destination to another, choosing two locations that your pupils will be familiar with.

## Teacher-led activity

Reset the filters, then remove Casualty details 'Pedal cycle' and 'Motorcycle', so that previous incidents are highlighted that show only those where pedestrians were involved. If there is a local incident listed:

- Ask pupils what they know about that location that means it's important to be road aware?
- What road safety skills should pupils make sure they use at this location when travelling through it on foot?
- Finally, what road safety advice would they give to pedestrians also travelling through this location?

Reassure pupils that just because there may have been an accident in the past, it doesn't necessarily mean that their route is unsafe – but that it's important to be more aware of the potential risks and how to deal with them.

If there isn't a previous local incident on the **THINK! Map**, ask pupils if any of them feel nervous or worried at any particular places on their journeys into school – or other local journeys that they may make regularly on foot, bicycle, scooter or by bus. What kind of places are they? Roads with lots of parked cars, big main roads, bus stops on crowded roads, crossings near corners where it is hard to see what's coming etc.

Help to increase pupils' confidence and problem-solving skills around road safety by asking them to share all of their ideas, about how to stay safer, on a flipchart. This should be based on the key road skills they will need

when old enough to travel without an adult (for a lesson on this alone, visit [Take the lead](#)). Increasing confidence by reviewing practical skills and tips is known to encourage young people to carry out that behaviour in the outside world. Raising a risk alongside a self-created solution also increases confidence in how to manage that risk.

## Pupil-led activity

In smaller groups, ask pupils to imagine that they or their parent/sibling/guardian are using a map to help them walk to a place they haven't been to before.

Ask them to imagine how well someone can concentrate on two things at once by setting them the task of rubbing their tummy and patting their head at the same time. Discuss how using a map is very helpful but can get in the way of concentrating on being safer. Ask each group to come up with a plan for how to stay safer when you're using a map in a new place - and when you need to cross the road.

## Plenary

Ask each group to tell the class what they have come up with. Do their ideas come from the **Green Cross Code**?

## Differentiation

- For pupils aged 7-9 set the scene for the lesson that it is about practicing planning a route that they will take with a parent/guardian and not on their own. Pupils may even want to think ahead to journeys they will take when they are old enough to travel without an adult.
- Some pupils may find it challenging to work out the sequence of routes they take to school and may need extra support. Higher attainers can create a poster listing their top three tips they would use at the incident location identified earlier in the lesson e.g. not crossing on or just before a bend, getting off the bus and crossing the road once the bus has pulled away, or an example inspired by the local data on the [THINK! Map](#) tool.

## Helping the learning stick

- At the start of a convenient lesson or registration time in the following week, ask pupils what Green Cross Code/road safety tips they have used to navigate more dangerous places on their routes. Encouraging them to remember using their own personal examples will help them to maintain good road safety behaviour. Reward the pupils who offer good examples with praise or house points to encourage them to stick with it.
- Suggest to pupils that when their parent/guardian next uses a map, to ask them how they stay safer when using it.

# Further recommended resources



Resource name	Format	Summary	Age range	Link
Know Your Area: Lesson Plan	PDF	PSHE and Geography objectives, preparing to cycle to school – route/facilities	KS2/3	<a href="http://bikeability.org.uk/manage/wp-content/uploads/Know_Your_Area_Lesson_Plan.pdf">http://bikeability.org.uk/manage/wp-content/uploads/Know Your Area Lesson Plan.pdf</a>



Resource name	Format	Summary	Age range	Link
Know Your Area Activity Sheet: Planning a Bike Ride	PP	Write a checklist to plan a bike ride	KS1/2	<a href="http://bikeability.org.uk/manage/wp-content/uploads/dlm_uploads/Know_Your_Area_Planning_a_Bike_Ride.pdf">http://bikeability.org.uk/manage/wp-content/uploads/dlm_uploads/Know Your Area Planning a Bike Ride.pdf</a>
Hands up survey	PDF	This survey is designed for schools to use with groups of 5-11 year olds, to get their views on how safe they think roads in their area are.	KS1/2	<a href="http://roadsafetyweek.org/assets/docs/PDFs/survey5to11.pdf">http://roadsafetyweek.org/assets/docs/PDFs/survey5to11.pdf</a>

