

On the **move!**



LESSON PLANS FOR YEAR 6 PUPILS



WEST MIDLANDS
ROAD SAFETY PARTNERSHIP



ABOUT ON THE MOVE!



WHY WALK?

Walking is a great way to travel to school. For starters, it doesn't cost anything! It's also a great way to exercise and socialise with friends. Plus, it's good for the environment. Walking means you'll arrive at school fresh and ready to learn. So what are you waiting for? Grab your shoes and get walking!

TOP TIP
Walking instead of driving saves around £400 a year!

the secret code! Use the code cracker to work out the secret words. The shaded letters spell out what exercise is good for!

▲	□	○	◇	2	★	●	○	□	○
4	★	●	5	○	▲	□	○	□	□
H	○	○	○	○	○	○	○	○	○
5	○	○	○	○	○	○	○	○	○

Walking is good for your

CODE CRACKER

▲	◇	C	D
○	E	F	H
★	I	K	L
●	M	N	O
□	P	R	S
■	T	W	Y

We've started the first one for you!

How can you improve what you are wearing so you can be seen?

Ready to learn!

Did you know walking to school could help you get better grades?

Studies have shown that children who walk to school arrive more ready to learn, settling down to lessons quicker than those who travel by car or bus. Sounds good to us! Surely the only way to deal with double maths on a Monday morning is to make sure you are ready and raring to go!

BE SAFE, BE SEEN!

When you are out and about, it is important to be seen by other road users. So, make sure you wear the correct clothing. How many of the checklist (right) do you have?

CHECKLIST

- Bright or fluorescent clothing for bad weather
- Reflective clothing for the dark
- High-visibility tabard
- Fluorescent/reflective armbands
- Bright accessories

JOKE
Q: Why did the traffic light go red?
A: Because the zebra crossing saw it changing!

TEST A GROWN-UP!
How many cars in the morning rush hour are on the school run?
A) 1 in 5
B) 1 in 3
C) 1 in 6

As your Year 6 pupils reach the end of this academic year, they enter a time of great personal change. They are about to move from the familiar and friendly surroundings of your primary school to the more intense and daunting atmosphere of secondary school. It can feel quite overwhelming.

Plus, come September, they are likely to be making their way to school on their own, quite possibly for the first time. It's not just the logistics of getting to and from school, it's that there are suddenly more distractions – friends, mobile phones, listening to music and more. This leads to a significant rise in the number of traffic incidents, some of them life-changing, compared with both younger and older children.

We want to help your Year 6 pupils gain the knowledge and tools to make travelling around as incident free as possible. That's why we have launched *On the move!*

There's a free, fun information and activity booklet for the children, as well as a leaflet for parents that explains what they can do to help. Plus, for teachers like you, there are four lesson plans contained here.





LESSON PLANS

These lesson plans have been produced in consultation with educational specialists and are focused on a particular area of the National Curriculum, complete with cross-curricular links to other subjects.

The four lessons are:

Lesson 1 – English (drama) and PSHE: Act out a short play on road safety

Lesson 2 – English (poetry): Write and perform a poem or rap about walking to school

Lesson 3 – Geography, ICT and PSHE: Planning a journey

Lesson 4 – PSHE and English: Cycling to school.

AIMS AND OBJECTIVES

Pupils will learn about how to travel safely on their own, as well as gaining important life skills. Pupils will create their own materials and findings in each lesson, and will be encouraged to share and assess those findings with their peers.

DIFFERENTIATION

There is provision in each lesson for all individual needs to be met and to achieve success. Mixed-ability groups will help facilitate differentiated activities, plus there are suggestions of extra activities for gifted and talented pupils.



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WEST MIDLANDS
ROAD SAFETY PARTNERSHIP



LESSON PLAN 1

ENGLISH (DRAMA) AND PSHE

ACT OUT A SHORT PLAY ON ROAD SAFETY

LEARNING OBJECTIVE

To understand that the actions we choose can affect our safety.

LEARNING OUTCOMES

"I understand that I have choices about the actions I decide to take."

"I understand that the actions I take may have consequences for my safety."

"I know that it is important to make the safest choices for my actions."



KEY WORDS

Act
Improvise
Performance
Conclusion
Outcome

RESOURCES

Teacher resource 1: The main road

Teacher resource 2: Prompt cards

STARTER

Read the short story provided on Teacher resource 1 to the whole class. Then ask the students to consider how they might behave in a similar situation.

MAIN BODY AND TASK

As a class, students will use Forum Theatre to explore possible outcomes to the story read during the starter. Further information on Forum Theatre can be found at www.dramaresource.com/strategies/forum-theatre

The class should be split into two groups, the audience and the performers. The audience forms a circle with a performance space in the middle. The story provided on Teacher resource 1 provides the content for the performance, which the performers begin to act out as a short scene. The scene should be left uninterrupted until the dilemma. It is not necessary to act out the story word for word, it can be improvised.

The scene should now be started again but this time, once the scene has reached its dramatic turning point, any audience member can step in and replace a performer. They do this by tapping the performer on the shoulder. The new performer can change the outcome of the story if they wish. When the scene has reached its conclusion, the teacher opens it up for discussion.



LESSON PLAN 1

ENGLISH (DRAMA) AND PSHE

ACT OUT A SHORT PLAY ON ROAD SAFETY

Pupils should think about the following:

- How characters' decisions influenced the direction of the improvisation at certain points throughout the scene
- How characters' decisions affected the overall outcome of the scene
- What choices did the characters have?
- How did this impact upon the characters' safety?
- Did the character(s) make the safest choice(s)?

Performers should be replaced at least twice, allowing students to view or participate in a number of versions of the same story or scene. To help pupils think about their decisions and how this affects safety, introduce freeze frames and ask pupils to explain what their character is thinking.

Another approach is to create a "conscience alley" based around the decisions taken in the story. To do this, organise the children into two parallel lines that are about 1m apart and that face each other. One line of children will express reasons why taking the shortcut is a good thing and the other line will express why it is a bad thing.

Each pupil takes a turn to be the protagonist and walk between the lines. As he or she walks along, other pupils whisper one positive or negative statement about taking the shortcut. If a pupil lacks ideas, they can repeat a comment that has already been spoken. When the protagonist reaches the end of the alley, he or she has to make their decision about whether to take the shortcut.





LESSON PLAN 1

ENGLISH (DRAMA) AND PSHE

ACT OUT A SHORT PLAY ON ROAD SAFETY

EXTENSION ACTIVITY

Students can create their own scenes that explore other road safety issues, and then act those scenes out, keeping in mind the need to provide the character with choices and the target of finding the safest course of action.

DIFFERENTIATION

Written prompt cards for different outcomes are provided on Teacher resource 2. Encourage plenty of discussion in small groups before the Forum starts. This will help the pupils explore choices so that they are confident to join in both the acting and discussion.

PLENARY

This is an opportunity for children to draw on and share their own similar experiences of road safety. They should consider whether their choices were the safest ones or whether there was a better choice.

NATIONAL CURRICULUM STRANDS

ENGLISH

En1

- 1b gain and maintain the interest and response of different audiences
- 2e respond to others appropriately, taking into account what they say
- 3b vary contributions to suit the activity and purpose, including exploratory and tentative comments where ideas are being collected together, and reasoned, evaluative comments as discussion moves to conclusions or actions
- c qualify or justify what they think after listening to others' questions or accounts
- d deal politely with opposing points of view and enable discussion to move on
- 4a create, adapt and sustain different roles, individually and in groups
- c use dramatic techniques to explore characters and issues
- 11a improvisation and working in role
- c responding to performances.

PSHE

- 3e to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable.



LESSON PLAN 1

ENGLISH (DRAMA) AND PSHE

ACT OUT A SHORT PLAY ON ROAD SAFETY

TEACHER RESOURCE 1

THE MAIN ROAD

Danny, 12, and his younger sister Sophie, 10, were playing in the park one day. It was a lovely sunny day and they were really enjoying themselves.

Looking at his mobile phone, Danny realised that they were supposed to be home very soon. "Oh no!" he shouted to Sophie.

"What is it, Danny?" asked a worried Sophie.

"We are supposed to be home in two minutes!" Danny told his sister.

Danny and Sophie were too far away from home and would not make it back in time. Their mum would be really angry with them if they were late.

"There's no way we will make it back in time, Danny!" said Sophie.

She was right. They lived about a 10-minute walk away and would definitely not make it back in time.

"I know a shortcut!" exclaimed Danny.

"What shortcut?" questioned Sophie.

"Well, if we cut through the playing field and climb over the fence, we can get home much quicker."

"But there's a busy road on the other side of the fence. Mum said we should always use a crossing!" explained Sophie in a worried voice.

"We can just wait for a gap in the traffic and run for it. I'm up for it if you are, Sophie?"

NOTES ON FORUM THEATRE

Forum Theatre is an interactive form of theatre and a useful way to explore potential outcomes of a situation. The audience members are allowed to participate in the action as much as they want.



LESSON PLAN 1

ENGLISH (DRAMA) AND PSHE

ACT OUT A SHORT PLAY ON ROAD SAFETY

TEACHER RESOURCE 2

PROMPT CARDS



**THERE'S AN
ACCIDENT**

**THERE'S A
NEAR MISS**

**SOPHIE
WON'T
TAKE THE
SHORTCUT**

**THEY
GO THE
NORMAL
WAY**

**NEIGHBOUR
SEES THEM
AT THE
BUSY ROAD**

**THEY GO
DIFFERENT
WAYS HOME**





LESSON PLAN 2

ENGLISH (POETRY)

WRITE AND PERFORM A POEM OR RAP ABOUT WALKING TO SCHOOL

LEARNING OBJECTIVE

To use a range of poetic devices to create a poem or rap that conveys our feelings about walking to school.

LEARNING OUTCOMES

"I understand the different types of obstacles and the safety considerations for walking to school."

"I can write a poem or rap to share my understanding and to inform others about walking to school."

"I can use a range of poetic devices to make my poem or rap more meaningful and memorable for my audience."

RESOURCES

Pupil worksheet 1: Road safety facts
Pupil worksheet 2: Poetic devices

STARTER

Play your pupils two of the Hedgehog road safety information films:
Stayin' Alive - <http://bit.ly/12nCEFn>
Knowing the Road - <http://bit.ly/154arEG>

Open a discussion about the films, asking the class which of the two they prefer and why. Encourage the pupils to consider the use of language, music, humour, narrative structure and so on to convey an important message.

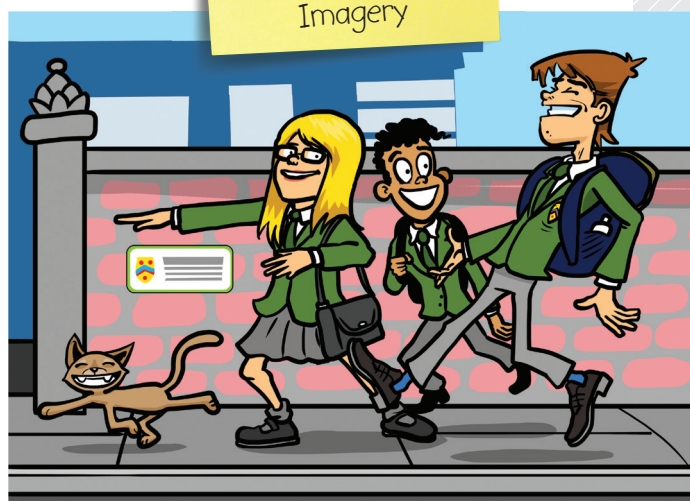
MAIN BODY

Ask the pupils to think about walking to school. What is it that they enjoy about walking to school? What are the positive aspects? And, in contrast, what are the aspects they dislike about walking to school or that they feel are negative?

Draw up two columns on the whiteboard for the positive and negative aspects. Ask each pupil to say one thing they like or dislike about walking to school, and write it in the appropriate column.

KEY WORDS

Personification
Simile
Metaphor
Humour
Imagery





LESSON PLAN 2

ENGLISH (POETRY)

WRITE AND PERFORM A POEM OR RAP ABOUT WALKING TO SCHOOL

TASK

Explain to the pupils that they will now work on their own to write a short poem or rap that will encourage other pupils to walk to school. They can use the list on the whiteboard to help them, plus there is a further list of facts they may find interesting on Pupil worksheet 1.

When composing their poem, the pupils should use some of the following devices:

- Simile
- Metaphor
- Humour
- Rhyme and rhythm
- Powerful imagery
- Personification
- Onomatopoeia
- Alliteration.

They should also consider:

- Mood and pace
- Imagery
- Personal responses (effect on the reader)
- Manipulating perspective
- Indirect speech.

When the pupils have completed their poems, split the class into small groups of three or four pupils per group. Ask the pupils to read their poems to each other. If the group wants, they can choose to perform one poem together in the plenary.

EXTENSION ACTIVITY

Set a personification challenge that the poem has to be written from the point of view of an inanimate object, such as the pavement, a car or house that children would walk past on their way to school.

DIFFERENTIATION

Differentiation will be by outcome.

Some children could work in groups of three to write their poem. One of the children can act as scribe while the other two suggest and share ideas. They should try to use no more than four of the poetic devices listed on Pupil worksheet 2. A word bank has also been provided on that sheet to prompt ideas.



LESSON PLAN 2

ENGLISH (POETRY)

WRITE AND PERFORM A POEM OR RAP ABOUT WALKING TO SCHOOL

PLENARY

Choose a selection of the students to perform their poems in front of the class. The rest of the class can ask questions about each other's poems. For example: What did they learn from the poem or rap? Will they remember it? If so, why?

NATIONAL CURRICULUM STRANDS

ENGLISH

En3

- 1a choose form and content to suit a particular purpose
- b broaden their vocabulary and use it in inventive ways
- c use language and style that are appropriate to the reader
- 9a to imagine and explore feelings and ideas, focusing on creative uses of language and how to interest the reader
- b to inform and explain, focusing on the subject matter and how to convey it in sufficient detail for the reader
- c to persuade, focusing on how arguments and evidence are built up and language used to convince the reader
- d to review and comment on what has been read, seen or heard, focusing on both the topic and the writer's view of it
- 10 pupils should also be taught to use writing to help their thinking, investigating, organising and learning.



LESSON PLAN 2

ENGLISH (POETRY)

WRITE AND PERFORM A POEM OR RAP ABOUT WALKING TO SCHOOL

PUPIL WORKSHEET 1

ROAD SAFETY FACTS

You can use these facts about travel and road safety to provide inspiration for your poem or rap.

- Children who walk to school arrive more ready to learn, settling down quicker than those who travel by car
- Children need at least an hour of exercise per day
- People who travel in cars can suffer three times as much pollution as pedestrians. This is because they are sitting in the exhaust fumes of the car in front
- Most traffic incidents involving children happen during the morning and afternoon school runs.
- Walking to school as opposed to driving saves, on average, about £400 of fuel a year
- One in five cars in the morning rush hour is on the school run
- Six out of ten teenagers admit to being distracted by talking to friends while crossing the road
- Speeding is the cause of about one-third of all road traffic incidents
- Teenagers are three times more likely than a toddler to be knocked down by a car
- One in five teenagers reports having been involved in a road incident or "near miss" on their way home from school.





LESSON PLAN 2

ENGLISH (POETRY)

WRITE AND PERFORM A POEM OR RAP ABOUT WALKING TO SCHOOL

PUPIL WORKSHEET 2

POETIC DEVICES

When composing your poem, try to use up to four of the following poetic devices:

Simile: for example,
"His eyes were as big as plates"

Metaphor: for example,
"Her hair is silk"

Personification: for example,
"The car engine growled angrily"

Onomatopoeia: for example,
"Boom", "Creak" or "Splash"

Rhyme: for example,
"Car" and "Far"

Alliteration: for example,
"The ball bounced and broke"

WORD BANK

Here's a word bank to help prompt some ideas for your poem.

WALK
BUS
WHEEL
SUNNY
CROSSING

RUN
DANGER
BRAKES
HEALTHY
POLLUTION

TRAFFIC
SAFE
ACCIDENT
EXERCISE
SOUNDS

CAR
ROAD
CRASH
RAIN
FRIEND



LESSON PLAN 3

GEOGRAPHY, ICT AND PSHE

PLANNING A JOURNEY

LEARNING OBJECTIVE

To use ICT to plan a journey that uses public transport.
To adapt and change plans according to the circumstances.

LEARNING OUTCOMES

"I can use ICT to plan my journey."

"I can plan my journey to arrive at a specific time,
giving specific information about the transport I will use."

"I can adapt and change my plans to ensure I reach my
destination, even when there are problems or obstacles."

KEY WORDS

Journey planning
Route
Departure
Destination

RESOURCES

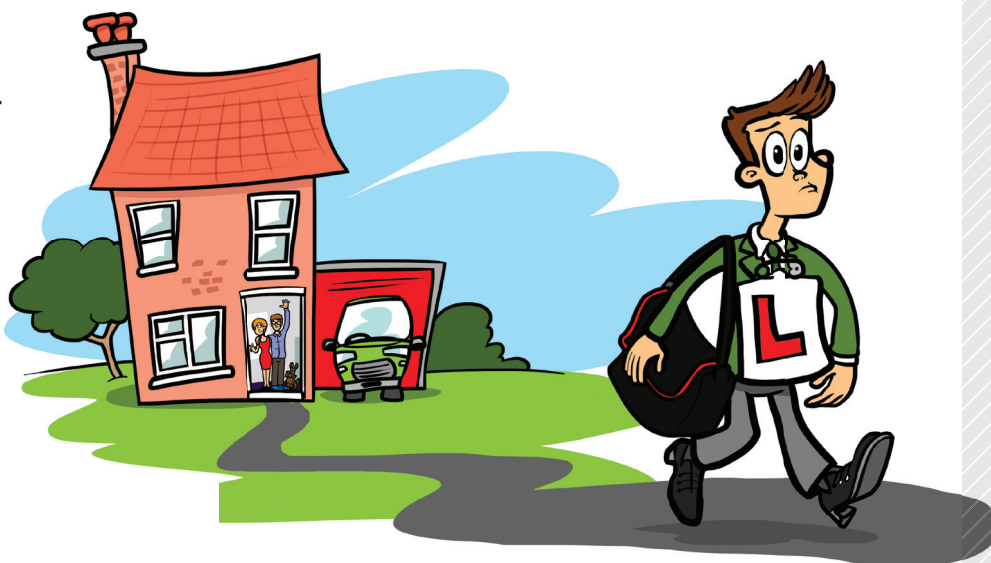
ICT
Pupil worksheet 1

STARTER

Open a short class discussion about planning a journey. Ask the class to come up with a list of what someone needs to know in order to plan a journey. This should include:

- Starting point
- Destination
- Type of transport used
- How long the journey will take
- Time of required arrival
- Time of departure.

Now, extend the discussion to types of transport – what types of public transport are there and which ones have the pupils used?





LESSON PLAN 3

GEOGRAPHY, ICT AND PSHE

PLANNING A JOURNEY

MAIN BODY

Split the class into pairs. Explain to the class they are going to plan a journey from their school to their local swimming pool or leisure centre. It may be useful to display a map of the area on the whiteboard using a website such as:

- maps.google.co.uk
- www.streetmap.co.uk

Alternatively, print out copies of the map so that pupils can plot their routes, stage by stage.

Working in their pairs, the pupils should complete Pupil worksheet 1. They will need to use websites such as:

- www.google.co.uk
- www.royalmail.com/postcode-finder
- www.networkwestmidlands.com

When all pupils have identified the starting and finishing points, they should start planning their journey. When planning their journey, they will be doing so using public transport, cycling or walking, but not car travel.

TASK 1

Pupils to plan possible routes using public transport, as well as walking and cycling. Pupils should aim to find at least three different routes, though five or even seven would be excellent. Which is the fastest route? Which would they choose and why?

TASK 2

The pupils now have to imagine they are meeting friends at the swimming pool on Friday at 4.45pm. How will they get there and what time do they have to leave? They must write down all the information needed including bus/train times, bus stops/train stations, cycle/walking routes and so on.

TASK 3

At the last moment, the type of transport they have chosen has a problem (for example, the road is blocked by police because of an incident, all trains have stopped running, their bicycle gets a puncture and so on). They have to take an alternative route. What will they do, what route will they take and how late will they be?



LESSON PLAN 3

GEOGRAPHY, ICT AND PSHE

PLANNING A JOURNEY

EXTENSION ACTIVITY

Pupils to repeat Task 2 but this time they should take their home as their starting point and their new school as their end point. They have to arrive at school no later than 8.45am.

DIFFERENTIATION

Instead of working in pairs, pupils should form small, mixed-ability groups of five children. Encourage group discussion and collaboration when tackling all tasks.

PLENARY

Take a class vote on which is the favourite route for Task 1, then open a class discussion about planning a journey. Use this to assess the class's understanding of the tasks and whether they will be able to apply it to their own lives. Encourage consideration of issues such as personal health and safety, environmental impact, financial cost and so on. Also, ask pupils what they would do if the online resource wasn't available.

NATIONAL CURRICULUM STRANDS

GEOGRAPHY

- 2c to use atlases and globes, and maps and plans at a range of scales
- f to use ICT to help in geographical investigations
- g decision-making skills
- 3b the location of places and environments they study and other significant places and environments
- 5a recognise how people can improve the environment or damage it, and how decisions about places and environments affect the future quality of people's lives
- b recognise how and why people may seek to manage environments sustainably, and to identify opportunities for their own involvement
- 6 during the key stage, pupils should be taught the knowledge, skills and understanding through the study of:
 - a a locality in the United Kingdom.



LESSON PLAN 3

GEOGRAPHY, ICT AND PSHE

PLANNING A JOURNEY

ICT

- 1a to talk about what information they need and how they can find and use it
- 2b how to create, test, improve and refine sequences of instructions to make things happen and to monitor events and respond to them
- 4a review what they and others have done to help them develop their ideas
- b describe and talk about the effectiveness of their work with ICT, comparing it with other methods and considering the effect it has on others.

PSHE

- 1c to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action
- f to look after their money and realise that future wants and needs may be met through saving
- 5a take responsibility
- i prepare for change.



LESSON PLAN 3

GEOGRAPHY, ICT AND PSHE

PLANNING A JOURNEY

PUPIL WORKSHEET 1

What is your departure address?

.....
.....



What is your destination address?

.....
.....

TOP TIP
You can find addresses and postcodes using www.google.co.uk and www.royalmail.com/postcode-finder

TASK 1

Investigate some possible routes using different modes of transport but not including cars. You should include walking and cycling in your analysis. Complete the table below.

Types of transport	Time to make journey
.....
.....
.....
.....
.....

TOP TIP
Use the Journey Planner at www.networkwestmidlands.com to find out journey times, and routes

Which is the fastest route?

.....

Which route and type of transport would you choose and why?

.....
.....

CONTINUES...



LESSON PLAN 3

GEOGRAPHY, ICT AND PSHE

PLANNING A JOURNEY

PUPIL WORKSHEET 1 (continued)

TASK 2

You're meeting friends at the swimming pool (or leisure centre) on Friday at 4.45pm. Write down the information you need to make this journey (including bus/train times, bus stops/train stations, cycle/walking route etc)

.....
.....
.....

What time will you have to leave to arrive on time?

.....

Now allow for possible transport problems. Write down all the possible problems you might face on this route. How might this affect your journey time?

.....
.....

TASK 3

At the last moment, your chosen route has a problem (for example, the road is blocked by police due to an incident, all trains have stopped running, your bicycle gets a puncture and so on). You now have to plan an alternative route. Which route will you take and why?

.....
.....

How late will you be?



LESSON PLAN 4

PSHE AND ENGLISH

CYCLING TO SCHOOL

LEARNING OBJECTIVE

To understand the benefits of cycling to school.
To consider the implications for personal health and safety.

LEARNING OUTCOMES

- "I know a number of ways to make cycling to school safer."
- "I can recognise and consider different opinions regarding cycling to school."
- "I can write a persuasive argument about the benefits of cycling to school, which considers differing opinions."



RESOURCES

- Pupil worksheet 1: *Cycle Smart* magazine article
- Pupil worksheet 2: Word bank
- Pupil worksheet 3: Writing frame
- Pupil worksheet 4: Planning grid
- Two flip charts

STARTER

Open a class discussion on cycling and how to cycle safely.

Areas the pupils could touch on, include:

- Wearing a bike helmet
- Correct clothing – bright, fluorescent clothes during the day and reflective clothes when it's dark
- Completing a Bikeability course
- Front and back lights for riding when it's dark
- Working brakes
- Properly inflated tyres
- Properly maintained bike.

MAIN BODY

Ask the pupils to read the article on Pupil worksheet 1 about a boy who had a minor incident on his bicycle. Ask them what they think about the article.





LESSON PLAN 4

PSHE AND ENGLISH

CYCLING TO SCHOOL

TASK 1

Split the class into small groups of two or three pupils. Ask each group to discuss amongst themselves either:

- The positive aspects of cycling to school, or
- The negative aspects of cycling to school.

After a few minutes' discussion, ask the pupils to form a "conscience alley".

To do this, organise the children into two parallel lines that are about 1m apart and that face each other. One line of children will express positive thoughts about cycling to school, and the other line will express negative thoughts about cycling to school. Each pupil takes a turn to be the protagonist and walk between the lines. As he or she walks along, other pupils whisper one short statement about how cycling to school is a positive or negative experience. If a pupil lacks ideas, they can repeat a comment that has already been spoken. When the protagonist reaches the end of the alley, he or she has to make their decision about whether to cycle to school.

TASK 2

Using the work the pupils have just completed, the pupils should now work on their own to write a short composition, entitled: "Cycling to school can be great as long as you remember certain things."

They must plan and structure their work so that it informs and explains their point of view.

Pupils should try to persuade the reader of their position, using arguments and statements revealed during the conscience alley to convince.

EXTENSION ACTIVITY

Pupils to write a persuasive speech, intended to encourage other pupils to cycle to school, which they could deliver during school assembly. Pupils will need to consider how a spoken argument should differ from their written work, including use of rhetorical devices and oral techniques such as emotive language, rhetorical questions, "rule of three", alliteration, repetition and contrast.





LESSON PLAN 4

PSHE AND ENGLISH

CYCLING TO SCHOOL

DIFFERENTIATION

For pupils who need help to structure their writing, there are three pupil sheets:
Pupil worksheet 2 provides a word bank
Pupil worksheet 3 provides a writing frame
Pupil worksheet 4 provides a planning grid.

PLENARY

Ask the pupils to re-form into their small groups and to read their compositions to each other. When they have completed this, ask the pupils to write a statement on one of two flip charts: one should be entitled "Why cycling to school is beneficial" and the other entitled "Things to remember when you cycle". At the end, you can take a class vote to see who would like to cycle to school, who would not and why.

NATIONAL CURRICULUM STRANDS

PSHE

- 1a to talk and write about their opinions, and explain their views, on issues that affect themselves and society
- 2a to research, discuss and debate topical issues, problems and events
- f to resolve differences by looking at alternatives, making decisions and explaining choices
- 5b feel positive about themselves
- c participate.

ENGLISH

En1

- 1a use vocabulary and syntax that enables them to communicate more complex meanings
- b gain and maintain the interest and response of different audiences
- d show clear shape and organisation with an introduction and an ending
- e speak audibly and clearly, using spoken standard English in formal contexts
- 4c use dramatic techniques to explore characters and issues
- 8a reading aloud
- b presenting to different audiences
- c extended speaking for different purposes.

CONTINUES...



LESSON PLAN 4

PSHE AND ENGLISH

CYCLING TO SCHOOL

En3

- 1a choose form and content to suit a particular purpose
- c use language and style that are appropriate to the reader
- e use features of layout, presentation and organisation effectively
- 2a plan – note and develop initial ideas
- b draft – develop ideas from the plan into structured written text
- 9a to imagine and explore feelings and ideas, focusing on creative uses of language and how to interest the reader
- b to inform and explain, focusing on the subject matter and how to convey it in sufficient detail for the reader
- c to persuade, focusing on how arguments and evidence are built up and language used to convince the reader.



LESSON PLAN 4

PSHE AND ENGLISH

CYCLING TO SCHOOL

PUPIL WORKSHEET 1

Read the main article below (*Cycle Smart* magazine, published by DfT).

true life story

OUCH!

Cyclist Sarron recalls the day he came a cropper on his bike...



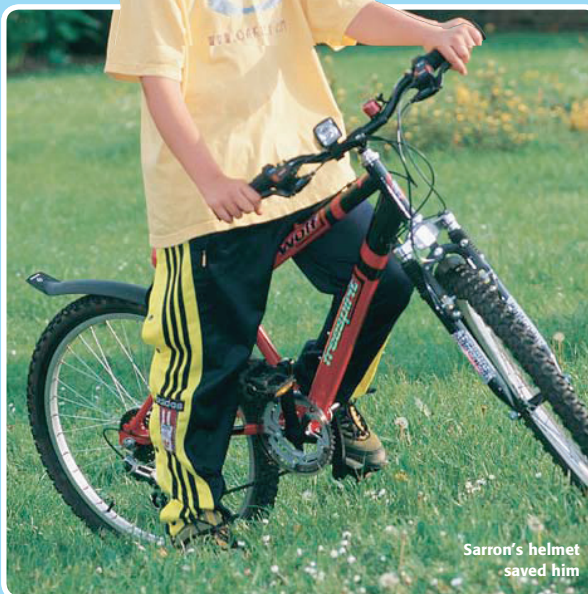
Sarron Ward from Surrey has been cycle crazy for as long as he can remember. "I started cycling when I was three-and-a-half. Now, I ride over two miles each way to school. I love it."

Not long ago, though, Sarron found out that fun on a bike can soon turn into a painful trip down to the hospital. "It was a really nice sunny day and I was out with my best mate, Max," Sarron recalls.

"I was going pretty fast down this narrow alley when I hit some gravel. I swerved, smashed into a big stone, went sideways and flew over the handlebars," he remembers. "And then my head smashed into a metal post..."

Luckily Sarron was wearing a helmet – but he was still knocked out for five seconds. If he hadn't been wearing his helmet, he would have suffered a really serious injury. As it was, he still had to go to hospital to have some nasty cuts and bruises treated.

"Mum used to nag me to put on my helmet but I'd take it off as soon as I was away from the house," he admits. "Now I always wear it when I cycle. Always."



Sarron's helmet saved him

CYCLE CHUCKLES

Knock! Knock!
Who's there?
Isabelle!
Isabelle who?
Isabelle necessary
on a bike?



HEAR! HEAR!

- When you are out on your bike, make sure everyone can hear you coming.
- So, have a bell or a horn fitted to your bike – you'll need it to let others know you are there. And in Northern Ireland, your bike must have a bell by law.
- Remember, not everyone has perfect hearing, so they may not hear you coming. That's why you should

always give yourself plenty of time to stop.

- If you are cycling on a path shared with pedestrians, always keep to your side of the path. Take care when passing them, especially children and older people. Give them lots of room and slow down or stop if necessary.
- Your voice is the best blaster in the world! If you are being put at risk, go on – shout it out!



In St Helen's School in Ohio, USA, school rules say that all students have to learn to ride a unicycle. They even ride them in the school corridors!



LESSON PLAN 4

PSHE AND ENGLISH

CYCLING TO SCHOOL

PUPIL WORKSHEET 2

WORD BANK

HELMET
LIGHTS
BRAKES
BRIGHT
HEALTHY
TRAFFIC

FREE
REFLECTIVE
TIRING
SAFETY
TRAINING
ROAD

QUICK
FLUORESCENT
EXERCISE
POLLUTION
CAR
CYCLE LANE

EASY
DANGEROUS
ENVIRONMENT
RAIN
BUS
VEHICLES





LESSON PLAN 4

PSHE AND ENGLISH

CYCLING TO SCHOOL

PUPIL WORKSHEET 3 WRITING FRAME

(Paragraph 1)

Before you consider cycling to school, you need to know

.....
.....

(Paragraph 2)

There are many good reasons to cycle to school. The first is

.....

The second is.....

Others include.....

.....

However, there are also potential dangers that we should all consider.

One danger isbut you

can overcome this by

.....

(Paragraph 3)

So, in conclusion, cycling is a great way to travel to school as long as

you

.....



LESSON PLAN 4

PSHE AND ENGLISH

CYCLING TO SCHOOL

PUPIL WORKSHEET 4

PLANNING GRID

Use the grid below to help structure your argument

**“Cycling to school can be great
as long as you remember certain things”**

Plan your argument into three paragraphs

Introduce your argument (paragraph 1)	What is it you want to tell people? Why is it important?
Develop your argument (paragraph 2)	What are the benefits? What are the dangers and how can cyclists minimise those dangers?
Draw to a conclusion (paragraph 3)	Remind people of what you want to tell them and why you want them to agree with you.

