

School Assembly Plans using Road Safety themes



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Foreword

We would like to express our gratitude to the following people and organisations for their help and advice in producing this resource.

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Nigel Horsley	Local Authority Road Safety Officers Association
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Barbara Baglee	Primary School Head of Religious Education

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Electronic Version

This resource can be downloaded from RoSPA's website: www.rospa.com

Photocopying Extracts

Extracts may be photocopied for use in assemblies or classroom activities.

Introduction

All children in school participate in some form of assembly which is one of the few times the whole school gets together. This time is used in many ways – for acts of worship, to give out notices, to meet visitors to the school, to react to incidents and as a learning experience.

The use of assemblies with a road safety theme can help to reinforce learning, help the children reflect and discuss incidents/accidents, meet people who can help them and explore the moral implications of their actions in various situations. The opportunity for reflection at the end of each assembly should highlight moral issues.

Road safety education is vital to enable children to be able to keep themselves as safe as possible on our roads. The most effective way of learning about road safety has been found to be experiential, out on the road, in real situations – for example, practical child pedestrian training. Children need to be involved in their own learning process and be given opportunities to discover solutions and strategies for themselves rather than be told what to do or learn processes by rote.

These assemblies are best used to support and reinforce other road safety education and training activities.

- Road accidents account for 25% of all deaths of school children.
- Road accidents are the biggest single cause of death for all children between the ages of 1 and 15 years.
- Road safety education can help save children's lives by enabling them to develop the skills and concepts needed to keep themselves safe.

How to use the pack

The pack is designed to be used by head teachers and teachers, either with the whole school or with individual classes.

These assemblies are not intended to be the sum total of road safety education within the school. They should be closely linked to curriculum planning to enable the children to experience practical road safety training with classroom reinforcement. However, particular incidents may trigger the need to use an assembly to remind the children of the importance of taking care on the road, and to reflect on their own practice.

The assemblies cover all age groups and developmental stages. All have clearly defined aims, outline any resources or preparation needed, give teacher's notes, a description of the content and a reflection.

The assembly for 4-7 and 7-11 year olds are generally linked to seasonal changes and events, for example, winter clothing, conspicuity, cycle safety, etc. The younger age range includes stories and songs to accompany each assembly and the older age group has songs to accompany all but the last assembly.

The 11-14 year olds' assemblies look at the children's growing responsibility for their own safety as they move through Secondary School.

The 15+ year olds' assemblies follow the young person through learning to drive and the growing responsibilities involved.

The Assembly Plans

4-7 years

Topic	Suggested Term	Suggested Period
Holding hands	Term 1	Sept
Be safe be seen	Term 1	Oct/Nov
Traffic	Term 1	Dec
Safe places to cross and play	Term 2	Feb
Getting lost	Term 2	March
Looking and listening	Term 3	May

7-11 years

Topic	Suggested Term	Suggested Period
Going on a school trip	Term 1	Sept
Seeing and being seen	Term 1	Oct/Nov
Belting up	Term 1	Dec
Safe places to cross	Term 2	March
Cycle helmets	Term 2	Feb
Moving on	Term 3	June

How to use the pack

11-14 years

Topic	Suggested Term	Suggested Period
Responsibilities as road users	Term 1	Sept
Conspicuity/Winter safety	Term 1	Oct/Nov
Pedestrian safety	Term 1	Dec
School trips	Term 2	Feb
Safe cycling	Term 2	March
In car safety	Term 3	June

15+ years

Topic	Suggested Term	Suggested Period
Learning to drive	Term 1	Sept onwards
Being in control	Term 1	Dec
New drivers	Term 2	March
Mobile phones	Term 2	April
Travelling to work (work experience and careers education)	Term 3	May

Background facts and figures about road accidents are provided for information, and other resources and sources of help and information are contained at the end of the pack.

The assemblies, particularly the primary age range, are best used as a series to support and reinforce road safety activities in the curriculum, although each assembly stands alone and can be used to fulfil a particular need.

Background Information

In 2000, 191 children were killed on the road, 5,011 were seriously injured and 34,513 were slightly injured.

Child Road Casualties 2000 (0-15 years, Great Britain)

	Killed	Injured	Total
Pedestrian	107	16,077	16,184
Pedal cyclist	27	6,233	6,260
Car user	48	14,761	14,809
Other	9	2,453	2,462
Total	191	39,524	39,715

Road accidents account for 25% of all deaths of school children. In fact, road accidents are the biggest single cause of death for all children aged between 1 and 15 years.

The Government has set a target of reducing child road deaths and serious injuries by 50% by 2010.

What Causes Accidents?

Most road accidents have several causes. The three main factors are:

- Human
- Environmental
- Mechanical

Human Behaviour is a factor in 95% of all accidents. It takes the form of mistakes, errors of judgement, lapses of attention or deliberately dangerous actions.

Environmental Problems are involved in less than 9% of road accidents. Such problems include the design, construction and maintenance of roads, as well as weather conditions, such as fog, rain, ice and so on.

Mechanical Defects occur in about 8.5% of road accidents. They include all types of mechanical failure from a tyre defect to complete failure of the braking system.

Background Information

Did You Know?

- Most road accidents happen in built up areas.
- Most road accidents happen in daylight.
- The most dangerous hours on the roads are 3.00pm to 6.00pm and 7.00am to 9.00am.
- Road accidents cost almost £17 billion a year (£32,000 per minute).
- Child pedestrian casualties peak at about 12 years of age.
- Child cyclist casualties peak at about 14 years of age.
- Boys are hurt in road accidents much more frequently than girls.
- Almost 20% of child pedestrian casualties occur on the way to or from school.
- Children from lower socio-economic groups are more likely to be hurt in road accidents.
- Children from ethnic minority backgrounds are over represented in road accidents.

Assembly Plans for 4-7 years

Road Safety Assemblies for 4-7 year olds

Each assembly is presented as an outline for teachers to develop in their own way. Each assembly has an aim and details of resources or any preparation that is required.

Stories and songs are included for each assembly to help reinforce the theme in a fun way. These can be read and sung at any appropriate time or you may wish to add your own favourite songs and hymns or stories. The songs can be photocopied onto overhead transparencies or copied onto a board or flipchart.

The reflection at the end of each assembly can be presented as a prayer or just a quiet time for the children to reflect on what they have seen and heard. The children can be involved as much or as little as is appropriate for individual schools.

Although the assemblies are presented in a seasonal order, there are no hard and fast rules – an event may prompt a particular theme.

Assembly Plans for 4-7 years

Theme: Holding Hands

Aim

To help the children begin to understand that their behaviour can help to keep them safe and the importance of holding an adult's hand.

Resources and Preparation

- A pair of large, very thick gloves; a selection of small objects, e.g. a button, a ping-pong ball, a pencil
- Story – 'Let's Hold Hands'
- Song – 'Let's Hold Hands Everybody'

Teacher's Notes

Holding hands and staying close when out and about are important rules that children need to learn. Our sense of touch is often linked with feeling safe, for example a cuddle when we are afraid or hurt; and so holding hands helps children to feel secure and safe. If the adult's hands are full, the child can hold onto a shopping bag or a pushchair handle.

Content

What would it be like if we couldn't feel anything with our hands? If our sense of touch disappeared?

Ask a child to come and help you – put the gloves on the child and ask them to pick up an object from a table. Ask them if it is easy or hard, can they feel anything?

Life would be very difficult – we wouldn't know if things were hot or cold, sharp, soft...

Feeling safe often involves touch – a cuddle, holding hands.

Outside holding hands and staying close are important – if we run off we may trip and fall, we may run into the road. We may get hurt either from falling or from being hit by a car. It is much safer to hold hands and walk sensibly with our mum, dad, grandad, big sister or whoever is with us.

What if their hands are full? With shopping bags or pushing a pushchair? How can you hold onto them then?

Read the story and sing the song.

Reflection

Think of a time when you have been out when you have run off – why did you? Did you see a friend?

What happened? What should you have done? Think about how you are going to help yourself keep safe in the future.

Assembly Plans for 4-7 years

Story

Let's Hold Hands

by Jan Page

Kate and Kieran had been playing in the garden with their favourite toys. It had been a cold, windy day so everyone had worn their coats and hats. Kate had made sure Jessica was wearing her warm pink jacket and Captain Redbeard had worn his pirate scarf. Woolly Scarecrow didn't have to worry because his hat and coat were always sewn onto his head.

"Kate! Kieran! Bathtime!" called Dad and the children ran indoors, leaving the toys sitting outside on the grass.

"Don't leave us!" called Woolly Scarecrow, but nobody heard him.

As the evening wore on the sun went down. It grew dark and really cold. The toys tried to keep warm by playing Ring-a-Roses, but they soon started to shiver.

"They've forgotten all about us!" moaned Captain Redbeard.

"We'll have to get back into the house by ourselves," said Woolly Scarecrow. "Or we'll all catch colds."

"Let's hold hands," said Jessica, "And carefully feel our way forward. It's quite dangerous walking in the dark."

"Hold hands?" replied Captain Redbeard. "Pirates don't hold hands! We're much too brave to hold hands."

"It's nothing to do with being brave," Jessica told him, "It's much safer if we all hold hands." But Captain Redbeard refused. Jessica and Woolly Scarecrow held hands and slowly made their way across the lawn. Captain Redbeard marched ahead on his own, but he tripped over a flowerpot and fell flat on his face!

The toys felt their way to the back door and crawled through the cat-flap. Jessica and Woolly Scarecrow tiptoed across the cold kitchen floor, but Captain Redbeard strode forward and fell into Blob the cat's bowl of drinking water.

"Help!" he cried, "I can't swim!" Jessica and Woolly Scarecrow had to go all the way back and lift him out. He was dripping wet.

"Now will you hold hands?" asked Jessica. Captain Redbeard nodded and clasped Woolly Scarecrow with one hand and Jessica with the other. Together they felt their way in the dark up the stairs and back to the bedroom.

In the morning, Kate and Kieran were very surprised to find the toys back on the shelf. And they never solved the mystery of Captain Redbeard's soaking wet trousers!

Assembly Plans for 4-7 years

Song

Let's Hold Hands Everybody

Words and music by J Redfern and J Higgins

Let's hold hands everybody, to
keep us safe near the road, we
must hold hands everybody, so
that we are never alone.

If you can't find a hand then
hold on to a bag. If you
can't find a bag then
hold onto a coat, if you
can't find a coat then
call out really loud, "CAN I
HOLD SOMEBODY'S HAND PLEASE?,
can I hold somebody's hand?"

Assembly Plans for 4-7 years

Let's Hold Hands Everybody

Words and Music:
J Redfern, J Higgins

Andante

Let's hold hands ev - 'ry - bo - dy to keep us safe near the road. We

C G⁷ C

5

must hold hands ev - 'ry - bo - dy so that we are ne - ver a - lone. If you

G⁷ C

9

can't find a hand then hold on - to a bag, if you can't find a bag then hold on - to a coat, if you

13

can't find a coat then call out real - ly loud 'Can I hold some - bo - dy's

G

16

hand, please can I hold some - bo - dy's hand.

C G G⁷ C

Assembly Plans for 4-7 years

Theme: Be Safe Be Seen

Aim

To help the children understand the importance of being seen on darker mornings and nights.

Resources and Preparation

- Puppet/doll/teddy bear wearing removable reflective and fluorescent materials
- Torch
- Ability to darken room
- Story – ‘Jessica’s Jacket’
- Song – ‘Be Bright! Be Safe!’

Teacher’s notes

It is important for children to understand the need to see and be seen, and how difficult it is for drivers to see them. Children need to know how their clothing can affect their visibility to other road users and also how it affects their ability to see and hear what is going on around them. This assembly gives the opportunity to experiment with colour and light to enable the children to understand their properties. Children (and parents) should not be made to feel inadequate if they haven’t got appropriate clothing, but suggestions for improvising could be made, e.g., wearing light colours, carrying something white.

Content

Ask the children if they have started to notice something different that happens at this time of year? It is getting a lot darker. Soon it will be nearly dark when we walk to and from school. Why might this be dangerous? What could help us be safer on the roads when it is dark? Explain to the children that you are going to read them a story about **being safe by being seen**.

Read the story to the children.

Explain to the children that you’ve asked Kate if you could borrow Jessica (the doll in the story) to show the children how important it is to wear something bright in dull weather. Explain that Jessica is wearing something **reflective** and something **fluorescent**. Explain the difference between the two materials. Reflective materials show up in the dark and fluorescent helps you to be seen well in daylight.

Now demonstrate with ‘Jessica’. Get someone to switch the lights off. Shine the torch on ‘Jessica’ and show how easily she shows up in the light. Now take the reflective and fluorescent materials off ‘Jessica’ and demonstrate how she becomes ‘hidden’. Could a car driver see her now? Would they see her crossing the road? What can you do to make Jessica safe again?

Replace the materials and shine torch again. Phew! We can see her again. Be safe, be seen!

Sing the song.

Reflection

Let the children spend a few minutes thinking about what they could do to make themselves easily seen. They could carry a light coloured bag or wear reflective bands etc.

Assembly Plans for 4-7 years

Story

Jessica's Jacket

by Jan Page

Dad looked out of the window. "Let's go for a walk," he said. "But it's raining!" said Kieran and Kate. "It doesn't matter. We all need some fresh air," Dad replied. "Can I bring Jessica?" Kate lifted up her doll.

"As long as you take good care of her." Dad handed them their raincoats and bright yellow rain hats. "It's bad weather, so I want drivers to be able to see you," he said. Kate dressed Jessica in her pink plastic jacket. Then they walked up the hill and into the woods.

"Let's play hide-and-seek!" said Kate. Dad was wearing a dark green coat and it was very hard to spot him amongst all the leaves. But Dad could always find Kate and Kieran because they were wearing their yellow hats.

"It's not fair," moaned Kieran. "I stand out too much," but Dad wouldn't let him take his hat off. After a while, they noticed it was starting to get dark.

"Time to go home," said Dad. He held Kate and Kieran's hands as they walked back down the hill. Suddenly Kate cried out.

"Oh no! I've left Jessica in the woods!" She burst into tears.

"Don't worry," said Dad. "We'll go straight back and find her." They ran back up the hill and into the woods.

"Look very carefully!" said Dad. Kate and Kieran looked on the ground and in the trees. They looked on logs and stones and in the grass. But they couldn't see Jessica anywhere and it was getting darker by the minute.

"She's lost forever!" cried Kate.

Then Kieran shouted, "Look! What's that pink blob over there?" Everyone ran over to an old tree trunk.

"It's Jessica!" shouted Kate. She ran over and picked up her doll.

"Well spotted, Kieran!" said Dad.

"It's a good job I put her bright pink jacket on!" Kate said, hugging Jessica tightly.

"Yes!" said Kieran. "I'm glad I'm wearing my yellow hat now. If you can be seen you're more likely to be safe!"

Assembly Plans for 4-7 years

Song

Be Bright! Be Safe!

Words and music by J Redfern and J Higgins

If the weather is bad outside and you
still want to go for a wander.
Put on the brightest clothes you can find
so that the drivers can see you.

Be bright (clap, clap *hands*).

Be safe (click, click *fingers*).

With a yellow hat and a
bright blue raincoat.

Be bright (clap, clap *hands*).

Be safe (click, click *fingers*).

If you can be seen then you're
gonna be safe!

Assembly Plans for 4-7 years

Be Bright, Be Safe!

Words and Music: J Redfern, J Higgins

Lively
Verse

If the wea - ther is bad out - side and you still want to go for a wan - der,

F Am B \flat F B \flat F

5

put on the bright - est clothes you can find so that dri - vers can see you,

B \flat Gm C B \flat F

9
Chorus

Be bright, Be safe, with a yel - low hat and a bright blue rain - coat.

F C F C B \flat C

13

Be bright, Be safe if you can be seen then you're gon - na be safe!

F C Am B \flat Gm 7 B \flat C F

Assembly Plans for 4-7 years

Theme: Traffic

Aim

To help the children begin to understand what traffic is and familiarise them with appropriate road safety vocabulary.

Resources and Preparation

- Pictures of vehicles, road signs, traffic lights, a kerb, a road junction, crossings, wheeled toys, pushchair/pram
- Traffic sounds tape/CD
- Story – 'Blob in a Box!'
- Song – 'Traffic'

Teacher's Notes

For many children deciding what is and is not traffic can be confusing. The vocabulary used can also be difficult to understand. As adults we quite often assume that children know what a kerb or a junction is without explaining the terms clearly. This assembly aims to dispel that confusion and give the children clear explanations of the vocabulary they need.

Content

What do we see on our way to school? Children, trees, roads, pavements, cars, bicycles, shops...

What is another word for the cars and lorries we see on the road? Traffic.

What is traffic? Hold up your pictures one at a time and ask if the picture could be described as traffic.

Play some traffic sounds to show how different types of traffic sound and how, by listening carefully, it is possible to recognise the different types of vehicle from the sounds they make.

Some of the pictures are not traffic but they do help us to keep safe when we are out and some of them are places where we need to take extra care.

Hold up the pictures of traffic lights, crossings, kerb, junction etc. giving each image its correct name. Use local landmarks (a pelican crossing by the school, a local junction, etc.) to talk about road safety issues.

Read the story and sing the song.

Reflection

Think about the words that have been used today. Are there any words you don't understand? Remember these words and ask your teacher what they mean. In future if you are unsure of the meaning of a word ask for it to be explained to you. Help others to understand too.

Assembly Plans for 4-7 years

Story

Blob in a Box!

by Jan Page

One day, Kate took out Blob's cat box and called him to come. But as soon as Blob saw the box he ran away and hid in the toy cupboard.

"Come along Blob!" she called, "Where are you?" She searched and searched and at last found him hiding behind Woolly Scarecrow. "In you go!" She lifted Blob into his special cardboard box and closed the lid.

The House Spiders had been watching all this time.

"Where's Blob going?" one asked.

"I don't know," said the other. "Do you think he's coming back?"

It was dark in the cat box. Blob felt himself being carried down the stairs and out of the front door. He could smell the outside – the trees, the grass and the fresh air. He wanted to escape! He pushed the lid with his paw but it was shut fast.

The Blue House is on a quiet road where there is never much traffic. Blob could hear the wheels of Kieran's pushchair as Kate and her mum walked along the pavement. Then Blob heard the sounds of cars and lorries thundering past. He knew that meant they were in the High Street. It was very noisy and Blob felt frightened.

After a while Kate stopped again and put the box on the ground. Blob let out a miaow and scratched at the lid. Where were they taking him? Had they arrived? It sounded as if he was still in the street. Then a large vehicle pulled up and he heard some doors open. Kate picked up the box and they stepped inside. They were on a bus! Blob had never been on a bus before, he didn't like all the bumping up and down.

"Help!" Blob cried. "I want to go home!"

A few minutes later Kate's mum rang the bell and they all got off the bus. Blob was carried into a building. As soon as they were inside Blob knew where he was. He could smell lots of different animals. He was at the vet's!

Kate opened the box and gave Blob a cuddle. Blob poked his little nose over the edge and spotted a big dog in the corner. The dog barked and Blob shrank back. He was terrified!

Once the vet had given Blob his injection they took the same journey home. And this time Blob didn't struggle one bit. Now he was glad he was in his special cat box.

As soon as they arrived home Kate opened the lid. But Blob was feeling so safe and cosy in his box, he wouldn't get out!

Assembly Plans for 4-7 years

Song

Traffic

Words and music by J Redfern and J Higgins

Take a walk along a quiet road
where there is never much traffic.

You can hear the
trees blowing, the
birds singing.

How peaceful it sounds!

Take a walk along a busy road
where there is always lots of traffic.

You can hear the
cars screeching
the buses tooting

Oh how noisy it sounds!

If we walk along a busy road
we must always stop and think.

The cars and lorries come thundering by
Look right, look left
Use your ears and your eyes.

Assembly Plans for 4-7 years

Traffic

Words and Music: J Redfern, J Higgins

With a swing
Verse 1

Take a walk a-long a qui-et road where there is ne-ver much traf-fic. You can hear the

C G⁷ C

5

trees blow-ing the birds sing-ing oh how peace-ful it sounds.

G Am⁷ F G C

9 Verse 2

Take a walk a-long a bu-sy road where there is al-ways lots of traf-fic. You can hear the

C G⁷ C

13

cars screech-ing the bu-ses toot-ing oh how noi-sy it sounds.

G Am⁷ F G C

17 Verse 3

If we walk a-long a bu-sy road, we must al-ways stop and think. The

C G⁷ C

21

cars and lor-ries come thun-der-ing by Look right look left use your ears and your eyes.

F C G C

Assembly Plans for 4-7 years

Theme: Safe Places to Cross and Play

Aim

To explore and develop an awareness of the dangers involved in playing outside in the children's immediate environment and to lay the foundations for crossing the roads safely.

Resources and Preparation

- Large pictures of: garden, playground, park, pelican crossing, and zebra crossing.

If possible ask your School Crossing Patrol to come in and talk about crossing roads safely. Liaise with your Road Safety Officer to link the assembly with practical pedestrian training, or other road safety education activities.

- Story – 'Blob Crosses the Road'
- Song – 'Crossing the Road'

Teacher's Notes

This would be a good start or end to a week to help the children prepare for, or to reinforce, practical pedestrian training organised by the local Road Safety Officer. Be aware of all the types of crossing in the school vicinity and where they are. If the School Crossing Patrol uses a zebra or pelican crossing, find out if the children know how to use the crossing when the patrol isn't there. The children should be aware of 'Stop, Look, Listen and Think' as basic rules for crossing the road even if they don't know the Green Cross Code. They need to be aware of what they are looking and listening for, before they can 'think' and make a decision as to whether or not they should cross.

Emphasise that they should be with an adult when they are near the road.

Playing outside is a major part of young children's development and should be encouraged. However, many potential play areas can present dangers and children need to be aware of these and form strategies to cope with any situation that may arise. Children also need to know they don't have to feel pressurised to do anything about which they are uncomfortable. It is important that you are aware of any local danger spots that attract children playing (building sites, quarries, derelict housing, water, canal locks, etc.) and any safe areas such as home zones, supervised parks, etc.

Content

Read the story.

What types of crossing do the children encounter every day? Show your pictures to help prompt them. How are these crossings used? What difference does it make when there is a School Crossing Patrol? What rules do we follow? Do these rules change when there is no crossing? What do we have to look for? Traffic, road markings, dropped kerbs, road signs, obstacles, clues from traffic, e.g., reversing lights, exhaust fumes, driver, indicators, etc.

Assembly Plans for 4-7 years

Can drivers see you? Are you hidden by street furniture or other cars (parked or moving)? Try not to cross between parked cars, but if there is nowhere else to cross, choose a space between two cars where it is easy to get to the other side of the road. Make sure that neither car is about to move off – look for drivers in the cars and listen for engines. Walk to the outside edge of the cars and stop. Look all around and listen for traffic. When it is clear, cross, still looking and listening as you go.

What can the names of roads tell us? For example High Street is likely to be busy, Edward Close could be a cul-de-sac (do the children know what a cul-de-sac is?).

Talk generally about the weather getting warmer and about being able to play outside. Talk about the places that the children are likely to play – showing your pictures. Are these safe places to play – usually they are but sometimes there can be dangers. What happens if your ball goes out of the garden into the road? Do you run after it? Do you leave it? Do you ask an adult to fetch it?

Playing in the park is usually safe. How do you get there? (refer back to what has just been said about crossing roads) Who goes with you? What and who do you play with? What is the safest way to carry balls, bats etc? What should the children look for when they get there? A soft surface under play equipment. A fenced area to keep dogs out. A park keeper/warden. Emphasise the importance of being with someone older, preferably an adult, but be aware that some children do go out to play unsupervised, and sometimes quite a way from home.

Sing the song.

Reflection

Think about a time when you have been outside and haven't felt safe. How could you have felt safer? Could you have done something yourself? Could you have asked someone else to help? Always think about keeping safe when you are out playing and help others to do the same.

Assembly Plans for 4-7 years

Story

Blob Crosses the Road

by Jan Page

Blob the cat liked living in the Blue House. There were lots of different places to play. Sometimes he sat on the front wall and watched the passers-by. On other days he played in the back garden, nosing about the hedges and chasing birds. Then, the mice hid in the shed, terrified that Blob would find them, but he never did.

Today, Blob fancied a trip to the shops. After breakfast he slipped through the cat flap and out of the front gate. He lived on a quiet road where there wasn't much traffic. But there were lots of cars parked in the street. Blob wanted to cross the road. He stopped at the kerb and looked, but he couldn't see past the parked cars. Do you think this was a good place to cross?

Blob knew it wasn't safe to cross if he couldn't see properly, so he carried on walking down the hill. He came to a corner. Perhaps he could cross the road here... He stopped at the kerb and looked both ways. There didn't seem to be any cars coming. But then he realised he couldn't see round the corner. Do you think this was a good place to cross?

Just then a car came whizzing round the bend. Blob jumped back from the kerb in fright. What a good job he hadn't crossed the road then! He turned the corner and carried on walking along the pavement.

Now Blob was in the High Street. It was a busy road with lots of traffic. There were cars and lorries coming from every direction. It was very noisy. Blob stood at the edge of the kerb and looked both ways. The cars kept on coming and he soon grew tired of walking.

"Perhaps if I run", he thought, "I could make it across the road."

What should Blob do? Do you think this was a good way to cross?

"No, I mustn't run. What would happen if I tripped and fell?" thought Blob. "I might be run over." So he carried on walking. Soon he reached the crossing. There were two lines of shiny studs across the road and a line of white zig-zags on either side. He knew this was a place where it should be safe to cross. He stopped and looked. On a tall post on the other side there was a picture of a red man standing still. "I wonder what that means," thought Blob. Do you know? Should Blob stand still and wait or should he cross the road straight away?

After a few moments a lady came along and pressed a button. The red man changed to a green man who looked as if he were walking. "That must mean it's safe to cross!" Blob thought. Then he stopped – he'd forgotten to check that the cars had actually stopped for him! He looked carefully and saw that the cars on either side had come to a stop and were waiting. At last Blob had managed to cross the road safely.

He had a lovely morning sniffing around the shops on the High Street. And when it was time to go home, of course he had to find a safe place to cross the road again! I think he'll manage it, don't you?

Assembly Plans for 4-7 years

Song

Crossing the Road

Words and music by J Redfern and J Higgins

When you want to cross the road
what do you think you should do?
Sometimes cars can't see you
so follow the Green Cross Code. You should...
find a pedestrian crossing
press the button on the tall black post
wait for the red man to turn green
and walk across when all the cars have stopped.

Assembly Plans for 4-7 years

Crossing the Road

J Redfern, J Higgins

Slow
Verse

When you want to cross the road what do you think you should do?

F B \flat C F

5

Some - times cars can't see you so fol - low the Green Cross Code. You should

B \flat C F

Lively
Chorus

9

find a pe - des - trian cros - sing press the but - ton on the tall black post

F B \flat C F

13

wait for the red man to turn green and walk a - cross when all the cars have stopped.

Dm B \flat 7 C F

Assembly Plans for 4-7 years

Theme: Getting Lost

Aim

To help the children think about coping strategies for dealing with getting lost.

Resources and Preparation

- Arrange for a visit from the Community Police Officer or Liaison Officer
- Story – ‘Baby House Spider Gets Lost’
- Song – ‘Getting Lost! – People who help us’

Teacher’s Notes

In an ideal world children would always hold hands and stay close, parents would always be vigilant and no one would ever get lost. However, we do not live in an ideal world, so children need to know how to cope with getting lost – what to do, who to go to for help. The panic that the child feels can adversely affect their reactions and put them in danger, for example, by running across the road. It can help if they realise that adults can get lost sometimes and feel the same sense of panic.

Content

Describe a personal experience of being lost. What happened? How did you feel? Were you frightened? What did you do? Who helped you? How did you know they would be able to help? How did you know they were a safe person?

Read the story.

Talk about practical ways the children can help themselves if they are lost: Knowing their name and address and the name of the person they are with; having a meeting place if they get separated; knowing who to go to for help; staying where they are; not attempting to cross any roads to try and find the other person.

Sing the song.

Reflection

Think about what you would do if you were lost. What are the steps you would go through? Remember that you mustn’t panic. Go through each step in your head.

Assembly Plans for 4-7 years

Story

Baby House Spider Gets Lost

by Jan Page

The House Spiders had some new babies. There were lots of them wriggling about in their nest in the loft. Mummy House Spider was very pleased with her new brood. She kept counting their legs to make sure they had eight each! Very soon the babies started running around. They scurried this way and that, playing hide and seek amongst the cardboard boxes that were stored in the loft of the Blue House.

“Now don’t go too far!” warned their mummy and daddy. “Stay close to us!”

Downstairs, the family was planning a shopping trip. They were going to buy a new video machine. Kate and Kieran wanted a new video, but they didn’t want to go shopping for it. Mum and Dad always spent ages looking at everything before they made up their minds, it was really boring!

“Now when we get to the shop, you must stay with us,” said Mum. “No running off!” As soon as they arrived at the big shop, Dad showed them what the assistants looked like. “See those people all wearing the same jackets. Those are the only people you should go to if you get lost,” he insisted.

“We won’t get lost,” said Kate, but she took a good look at the shop assistants all the same. When Mum and Dad had chosen their video machine they packed it into the boot of the car and drove home. They were very pleased with Kate and Kieran for being so patient and staying close to them all the time.

When they arrived at the Blue House, Dad unpacked the machine and took the empty cardboard box up to the loft for safe-keeping. When he came down he had a tiny brown spider clinging onto his shirt

“Oh look at that lovely baby spider!” cried Kate. “It looks as if it’s lost.” She carefully took the spider off Dad’s shirt and put it on the windowsill where it could be seen easily.

The House Spiders had been watching and listening all this time. They quickly scurried up through the walls and into the loft where Mummy Spider was counting her babies again and again. She was in a panic.

“There’s one baby missing!” she cried. Her friends told her where the little spider was and straightaway she went to find it.

Later that day Kate went to check on the baby spider – of course, it had been taken back to the loft and was safely with its family.

“I hope the spider found its mum,” she said. “It’s not a very nice feeling when you’re lost.” But at least Kate knows what to do if she ever does get lost. Can you remember what to do too?

Assembly Plans for 4-7 years

Song

Getting Lost! (People who help us)

Words and music by J Redfern and J Higgins

Getting lost, getting lost
getting lost can be very scary
Getting found, getting found
is easy if you look around.

If ever you get lost
you can always find
someone to help, someone who is kind.
There are police, shopkeepers,
traffic wardens, bus drivers,
someone who will tell you where to go.

Assembly Plans for 4-7 years

Getting Lost!

Words and Music: J Redfern, J Higgins

Chorus

Get - ting lost, get - ting lost, get - ting lost can be ver - ry sca - ry.

D

Detailed description: This block contains the first four measures of the chorus. The music is in G major (one sharp) and 2/4 time. The melody is on a treble clef staff, and the bass line is on a bass clef staff. The lyrics are: 'Get - ting lost, get - ting lost, get - ting lost can be ver - ry sca - ry.' A chord symbol 'D' is written below the first measure of the bass line.

5 Verse

Get - ting found, get - ting found is ea - sy if you look a - round. If

A D

Detailed description: This block contains measures 5 through 8 of the verse. The melody continues on the treble clef staff, and the bass line continues on the bass clef staff. The lyrics are: 'Get - ting found, get - ting found is ea - sy if you look a - round. If'. Chord symbols 'A' and 'D' are written below the bass line for measures 5 and 8 respectively.

9

e - ver you get lost you can al - ways find some - one to help, some -

G D

Detailed description: This block contains measures 9 through 12 of the verse. The melody continues on the treble clef staff, and the bass line continues on the bass clef staff. The lyrics are: 'e - ver you get lost you can al - ways find some - one to help, some -'. Chord symbols 'G' and 'D' are written below the bass line for measures 10 and 11 respectively.

13

one who is kind. There are po - lice, shop - kee - pers,

A D

Detailed description: This block contains measures 13 through 15 of the verse. The melody continues on the treble clef staff, and the bass line continues on the bass clef staff. The lyrics are: 'one who is kind. There are po - lice, shop - kee - pers,'. Chord symbols 'A' and 'D' are written below the bass line for measures 14 and 15 respectively.

16

traf - fic war - dens, bus dri - vers some - one who will tell you where to go.

Detailed description: This block contains measures 16 through 19 of the verse. The melody continues on the treble clef staff, and the bass line continues on the bass clef staff. The lyrics are: 'traf - fic war - dens, bus dri - vers some - one who will tell you where to go.' The music ends with a double bar line.

Assembly Plans for 4-7 years

Theme: Looking and Listening

Aim

To help the children develop observational and aural skills.

Resources and Preparation

- Have something unusual in the room where the assembly is held. This need not be anything dramatic, just something that would not normally be there. It could be an object, for example a large box, or a person, for example the school secretary.
- A CD of 'natural sounds' – birdsong, rain, water, bees etc.
- Story – 'Can You Hear That?'
- Song – 'Walking Near a Road'

Teacher's Notes

Many children, when they first learn how to cross the road, go through the motions of 'stop, look, listen, think' without actually doing any of them. This can be partly due to not knowing what they are looking or listening for. This assembly provides the opportunity to explore this and reinforce any previous teaching.

Content

Read the story.

Tell the children that there is something different about assembly this morning, you are not going to tell them what it is but they must look and try and find out and you will ask them at the end.

Keeping safe involves interpreting lots of clues – some of these are what we see and some are what we hear. When we cross the road what must we do?

Stop, look, listen and think. Do you know what you are looking for and where to look? Do you know what you are listening for? How do you react to what you can see and hear?

Ask the children to listen very carefully and play the CD. Talk about how there were lots of different sounds and that they probably can remember some of them but not all, perhaps they did not recognise some of the sounds.

Ask if anyone noticed what was different, praise those who get it right but point out that like recognising sounds, unless they are told what they are looking for, it is difficult. This is why it is important to always be with an adult who can help to show what to look and listen for and how to react to what is seen and heard.

Sing the song.

Reflection

Ask the children to think about their journey to school and how many times it is important that they look and listen to what is going on around them. Tell them to think about the sounds and sights they usually see and how they can use these things to make their journey safer.

Assembly Plans for 4-7 years

Story

Can you Hear That?

by Jan Page

Great Aunt Alisha had come to babysit for Kate and Kieran. "Goodnight!" she said, giving them each a wet sloppy kiss on the cheek and switching off their bedroom lights.

"I want the light back on!" cried Kieran. "I can't sleep in the dark."

"Nonsense!" cried Great Aunt Alisha, and she thumped her way downstairs, leaving Kieran all on his own... Kieran didn't like the dark. He felt scared. He started to hear strange noises – funny clangs and bangs. It sounded like a monster smashing up the cupboards and eating their food! Kieran got out of bed and ran downstairs. What do you think he could hear?

"Can you hear that?" Kieran cried. "There's a monster in the kitchen!"

"Nonsense!" replied Great Aunt Alisha, "It's only the dishwasher cleaning the dishes. Now go to bed." Kieran crept back upstairs and got back into bed...

Now he could hear another strange noise, above him in the sky. It sounded like a witch on her broomstick riding through the air. She was going to land in the garden any minute! Kieran jumped out of bed and ran downstairs. What do you think he could hear this time?

"Can you hear that?" cried Kieran. "There's a witch in the back garden!"

"Nonsense!" replied Great Aunt Alisha. "It's just an aeroplane flying past. Now go back to bed!" Kieran went back upstairs and got into bed again...

Now he could hear another very strange noise outside. It sounded like an alien creature from outer space! Kieran leapt out of bed and ran downstairs. Now what do you think he could hear?

"Can you hear that?" cried Kieran. "There's an alien creature in the garden! It's screaming and crying!" Great Aunt Alisha switched off the television.

"You're right," she said, "There is a funny noise coming from the garden. Shall we go and see what it is?" Kieran wasn't very keen to meet an alien creature when he was only wearing pyjamas, but he followed Great Aunt Alisha outside, clinging onto the back of her dress.

"Oh, look! It's Blob!" said Great Aunt Alisha. "He has cut his paw." Great Aunt Alisha carried Blob indoors and cleaned the wound. Then she put a bandage on.

"Well done, Kieran. You were listening so hard to all the sounds that you heard Blob crying for help." And after that she let Kieran sleep with the light on – just a little bit.

Assembly Plans for 4-7 years

Song

Walking Near a Road

Words and music by J Redfern and J Higgins

When we're walking by a road
we must not hop like a toad.
Can't act like a leap frog or
run like a dog.

Must be careful like a mouse
when we venture from the house, be-
cause the roads aren't a safe place for us!

Be as wise as an owl.
Be as watchful as a cat
when he's on the prowl.

If we think about what we
do we'll be okay
and take care of one another,
make a safer place.

Assembly Plans for 4-7 years

Walking Near a Road

Words and Music;
J Redfern, J Higgins

When we're walk - ing near a road we must not hop like a toad,

F C

The first system of the song is written in G major (one flat) and 4/4 time. It consists of two staves: a treble clef staff for the melody and a bass clef staff for the accompaniment. The melody starts on a half note G4, followed by quarter notes A4, B4, and C5. The accompaniment consists of a steady bass line with chords F and C.

can't act like a leap frog or run like a dog. Must be care - ful like a mouse when we

F C F

The second system continues the melody and accompaniment. The melody has a more active rhythm with eighth and sixteenth notes. The accompaniment remains simple with chords F, C, and F.

ven - ture from our house, be - cause the roads aren't a safe place for us. Be as

C F C F

The third system continues the melody and accompaniment. The melody has a more active rhythm with eighth and sixteenth notes. The accompaniment remains simple with chords C, F, C, and F.

wise as an owl be as watch - ful as a cat when he's

F C

The fourth system continues the melody and accompaniment. The melody has a more active rhythm with eighth and sixteenth notes. The accompaniment remains simple with chords F and C.

on the prowl if we think a - bout what we do we'll

F C

The fifth system continues the melody and accompaniment. The melody has a more active rhythm with eighth and sixteenth notes. The accompaniment remains simple with chords F and C.

be o - kay, and take care of one a - no - ther make a sa - fer place.

F

The sixth system concludes the song. The melody has a more active rhythm with eighth and sixteenth notes. The accompaniment remains simple with chords F and C.

Assembly Plans for 7-11 years

Road Safety Assemblies for 7-11 year olds

Each assembly is presented as an outline for teachers to develop in their own way. Each assembly has an aim and details of resources or any preparation that is required.

Songs are included for all but the last assembly to help to reinforce the theme in a fun way. These can be sung at any appropriate time or you may wish to add your own favourite songs and hymns or stories. The songs can be photocopied onto overhead transparencies or copied onto a board of flipchart.

The reflection at the end of each assembly can be presented as a prayer or just a quiet time for the children to reflect on what they have seen and heard. The children can be involved as much or as little as is appropriate for individual schools.

Although the assemblies are presented in a seasonal order, there are no hard and fast rules – an event may prompt a particular theme.

To reflect the growing independence of this age group, the themes of safe cycling and the transition to secondary school are included.

Assembly Plans for 7-11 years

Theme: Going on a School Trip

Aim

To prepare the children for a safe school trip.

Resources and Preparation

- Song 'Going on a School Trip'

Teacher's Notes

This assembly is suitable for use before a school trip. It will prepare the children and let them know what is expected of them and encourage them to take responsibility for their own safety. The assembly is still valid even if only some of the school are going on a trip, as all the school will be going at some time and reinforcing acceptable behaviour and coping strategies will stand them in good stead.

Content

Explain to the children that as some of them are going on a trip you want to talk to them about keeping safe when they are away from the school.

There are some very important things to think about before you go on a trip, for example, travel sickness, travelling, eating, getting lost etc. Tell them that if any of them are worried about any aspect of the trip to talk to their teacher, who will help.

In order to keep safe it is important to follow everything you are told to do. When you are on the bus it is important to stay in your seat and not distract the driver. Why do they think this is important? What could happen? Explain that it is fine for them to talk but moving about the bus unnecessarily can cause problems. If there are seatbelts then they should be worn. Suggest that the children take something with them to do on the journey – magazines, books, comics or puzzles etc.

Wait until the coach or bus has stopped and the driver has told you to undo your seatbelt before getting up to leave. If you have to cross the road after getting off, wait for the teacher to take you across. Why?

Once at their destination it is important to keep in the group they are allocated to, but if they get lost there should be a designated meeting place for them to go to and wait for a teacher to come and find them. Emphasise that they must not, under any circumstances go anywhere with anyone other than one of the teachers or helpers.

They should also make sure that they know the arrangements for being picked up after the trip (if this will be outside normal school hours).

Sing the song.

Reflection

Give the children time to reflect on the excitement of a school trip and the importance of keeping safe so that the trip is enjoyable for everyone concerned.

Assembly Plans for 7-11 years

Song

Going on a School Trip

Words and music by J Redfern and J Higgins

Everywhere we go, everywhere we go (echo!),
We think about our safety, we think about our safety,
What we're wearing, what we're wearing,
We're careful when we're walking, we're careful when we're walking,
We all stick together, we all stick together,
Look after one another, look after one another,
Take care of one another, take care of one another,
Everywhere we go, everywhere we go,
We don't cross the road alone, we don't cross the road alone,
We wait for the teacher, we wait for the teacher,
To tell us when it's safe, to tell us when it's safe,
And when it is safe, and when it is safe,
We all cross together, we all cross together,
Look after one another, look after one another.

Additional verse

Everywhere we go, everywhere we go,
People seem to ask us, people seem to ask us,
Who we are, who we are,
Where we come from, where we come from,
And we tell them, and we tell them,
We're from (xxxxxxxxxxxxxxxxxxx), we're from (xxxxxxxxxxxxxxxxxxx),
Sunny, sunny (xxxxxxxxxxxxxxxxxxx), sunny, sunny (xxxxxxxxxxxxxxxxxxx).

Assembly Plans for 7-11 years

Going on a School Trip

Arrangement by J Higgins, J Redfern

Verse 1

(Echo)

Voice

Piano

Ev - 'ry - where we go — ev - 'ry - where we go — We think a - bout our safe - ty

we think a - bout our safe - ty What we're wear - ing what we're wear - ing

We're care - ful when we're walk - ing we're care - ful when we're walk - ing We all stick to - ge - ther

we all stick to - ge - ther Look af - ter one a - no - ther look af - ter one a - no - ther

Take care of one a - no - ther take care of one a - no - ther

Verse 2

Ev - 'ry - where we go — ev - 'ry - where we go — We don't cross the road a - lone

we don't cross the road a - lone We wait for the tea - cher we wait for the tea - cher To tell us when it is safe



Assembly Plans for 7-11 years

2

22

to tell us when it is safe And when it is safe_ and when it is safe_ We all cross to-ge-ther

26

we all cross to-ge-ther Look af-ter one a-no-ther look af-ter one a-no-ther.

Assembly Plans for 7-11 years

Theme: Seeing and Being Seen

Aim

To help the children understand the importance of being seen, especially on darker nights and mornings, and to demonstrate how the clothing they wear can affect their safety.

Resources and Preparation

- Reflective/fluorescent jackets or materials, light and dark clothing (this can be worn by the children who help with the assembly)
- Torch
- School Crossing Patrol – if possible
- Some small objects such as a pencil, plastic cup, button, etc.
- Child wearing a coat with hood and a scarf
- Ability to darken room
- Song – ‘Conspicuity’

Teacher’s Notes

It is important for children to understand the need to see and be seen, and how difficult it is for drivers to see them. Children need to know how their clothing can affect their visibility to other road users and also how it affects their ability to see and hear what is going on around them. This assembly provides an opportunity to experiment with colour and light to enable the children to understand their properties. Children (and parents) should not be made to feel inadequate if they haven’t got appropriate clothing, but suggestions for improvising could be made, e.g. wearing light colours, carrying something white.

Content

Ask the children what they have noticed about their journey to and from school as autumn has turned to winter. Talk about how early it gets dark and cars using their headlights, the streetlights being switched on earlier. How are the children’s clothes different from what they wore through the summer – coats, scarves, hats and hoods? These clothes can put us at risk from traffic.

Ask three children to help. Make sure that one child is wearing light coloured clothes and one dark, and ask the other child to put on the reflective/fluorescent jacket or hold up the materials. Turn out the lights and ask who is the most visible – use the torch to show the reflective material. Why do they think it is harder to see the fluorescent material in the dark?

If it is possible for the School Crossing Patrol to take part in the assembly bring them in at this point and show how bright and easy to see they are in their uniform.

Talk about why it is important to be visible and simple ways the children can make themselves easier to be seen.

Ask your coated helper to come to the front and sit on a chair where everyone can see. The child will need to put up their hood and wrap their scarf round their neck.

Assembly Plans for 7-11 years

Ask them to raise a hand when they can hear you drop something – they should find this quite difficult with their hood up.

Then ask another child to come and help – ask them to stand behind the first child and slowly walk round to one side, the first child to indicate when they can see them. Now repeat this exercise without the coat and hood. The children will see how much their vision is restricted with the hood and scarf.

Sing the song.

Reflection

Let the children spend a few minutes reflecting on how they can keep safe through the winter, and thanking the School Crossing Patrol for helping to keep them safe.

Assembly Plans for 7-11 years

Song

Conspicuity

Words and music by J Redfern and J Higgins

When we're going out at night, we
put on clothes that make us bright, we
do this so we can be seen by
everyone driving their machines. Re-
flective jumpers are really cool, if
everyone had them then that would rule!

There's so many things we can do,
not just at night, in the daytime too, so
here's what we're gonna do, wear
bright coloured clothes that feel good to you. So
everybody knows you're there and
it's up to you to take care. YEAH!

Assembly Plans for 7-11 years

Conspicuity

Words and Music: J Redfern, J Higgins

Andante (with a blues feel!)

When we're go - ing out at night we put on the clothes that make us bright we do this so we can be seen by

G⁷

Detailed description: This system contains the first three measures of the song. The music is in 4/4 time with a key signature of one flat (Bb). The melody features eighth notes and quarter notes, with triplets in measures 2 and 3. The bass line consists of simple chords and moving lines. The lyrics are: 'When we're go - ing out at night we put on the clothes that make us bright we do this so we can be seen by'.

ev - 'ry - one dri - ving their ma - chines. Re - flec - tive stripes are real - ly cool if

C⁷

Detailed description: This system contains measures 4 and 5. The melody continues with eighth and quarter notes, including triplets. The bass line provides harmonic support. The lyrics are: 'ev - 'ry - one dri - ving their ma - chines. Re - flec - tive stripes are real - ly cool if'.

ev - 'ry - one had them then that would rule there's so ma - ny things that we can do.

G⁷

Detailed description: This system contains measures 6 and 7. The melody features eighth notes and quarter notes with triplets. The bass line includes a Bb chord in measure 6. The lyrics are: 'ev - 'ry - one had them then that would rule there's so ma - ny things that we can do.'

not just at night in the day - time too so here's what we're gon - na do wear

D⁷

Detailed description: This system contains measures 8 and 9. The melody continues with eighth and quarter notes, including triplets. The bass line features a D7 chord in measure 9. The lyrics are: 'not just at night in the day - time too so here's what we're gon - na do wear'.

bright co - loured clothes that feel good to you so

C⁷

Detailed description: This system contains measures 10 and 11. The melody features eighth notes and quarter notes with triplets. The bass line includes a C7 chord in measure 10. The lyrics are: 'bright co - loured clothes that feel good to you so'.

ev - 'ry - bo - dy knows you're there it's up to us to take care. Yeah!

G

Detailed description: This system contains measures 12 and 13. The melody concludes with a quarter note and a half note, followed by a final chord. The bass line includes a G chord in measure 12. The lyrics are: 'ev - 'ry - bo - dy knows you're there it's up to us to take care. Yeah!'.

Assembly Plans for 7-11 years

Theme: Belting Up

Aim

To encourage children to use a child restraint or wear a seat belt in the car and understand the consequences to themselves and others if they do not.

Resources and Preparation

- Song 'Seat Belts'

Teacher's Notes

Seat belts and child restraints save lives. In an accident, unrestrained passengers are thrown about inside the vehicle, injuring themselves and other occupants, and possibly being ejected through a window. Seat belts are designed to fit adults, and so younger children use child seats. Some children in this age group are too big to use child seats, but should use booster seats or booster cushions, or just seat belts alone if they are big enough. (A booster seat or cushion raises the child so the seat belt will fit properly).

However, many children only wear a seat belt on long journeys, not on regular short ones, despite the fact that the driver has a legal responsibility to ensure that children 14 years and younger wear a seat belt, if one is available.

Content

Ask the children if they were driven to school in a car this morning and if they wore their seat belt. (If they came in a bus or coach – were seat belts fitted and did they wear them?)

Ask them if they always wear their seat belt every time they travel, and whether they sometimes release the seat belt before the vehicle stops.

Talk about what happens in a car accident. Anyone who is wearing a seat belt will be held securely in their seat. Anyone who is not wearing a seat belt will keep on going at the speed the car was going before the impact. This means that if the car was going at 30mph, the child will continue at 30mph until he or she hits something that stops them. If they are sitting in the back of the car then the most likely thing to stop them is the person sitting in front. If the child is sitting in the front of the car, then they are likely to smash through the windscreen and land on the bonnet of the car, or on the road.

Ask the children if they have ever been hurt because someone else has done something silly, then explain that this often happens on the road, that other people can be hurt because a driver has done something silly.

Sing the song.

Reflection

Ask the children to spend a minute or two thinking about what would happen in a road accident to them and the person in front of them, if they are not wearing a seat belt.

Assembly Plans for 7-11 years

Song

Seat Belts

Words and music by J Redfern and J Higgins

At the end of the day
When we've all worked really hard
no more work, yip hip hooray
we can leave school behind.

There are lots of different ways for
us to get home. There's the
bus, there's the train or
in our parent's car. But the
most important thing to re-
member is – Put our
seat belts on, put our
seat belts on, because
seat belts keep us safe!

Assembly Plans for 7-11 years

Seatbelts

Words and Music: J Redfern, J Higgins

Brightly

At the end of the day when we've all worked real - ly hard, no more work, Yip hip hoo - ray we can

D

The first system of musical notation is in G major (one sharp) and 4/4 time. It consists of a treble clef staff with a melody and a bass clef staff with a simple accompaniment. The lyrics are written below the treble staff. A chord symbol 'D' is placed below the bass staff.

5

leave the school be - hind. There are lots of diff - rent ways for us to get home, there's the -

Em A D

The second system of musical notation continues the melody and accompaniment. It starts with a measure rest for the first measure. Chord symbols 'Em', 'A', and 'D' are placed below the bass staff.

8

bus, there's the train or in our pa - rents' car. But the most im - por - tant thing to re

Em A D

The third system of musical notation continues the melody and accompaniment. It includes a triplet of eighth notes in the melody. Chord symbols 'Em', 'A', and 'D' are placed below the bass staff.

11

mem - ber is put our seat - belts on, put our seat - belts on be - cause seat - belts keep us safe!

Em A Em A D

The fourth system of musical notation concludes the piece. It consists of five measures. Chord symbols 'Em', 'A', 'Em', 'A', and 'D' are placed below the bass staff.

Assembly Plans for 7-11 years

Theme: Safe Places to Cross

Aim

To reinforce practical training on crossing roads safely and being a safe pedestrian.

Resources and Preparation

- You could liaise with your local Road Safety Officer to link with practical pedestrian training or other road safety education activities
- Song – ‘Safe Places to Cross’

Teacher’s notes

This assembly can be used to follow up and reinforce practical training or as part of a walk to school project.

Make sure you are aware of all the different types of crossings in the school vicinity and where they are.

If you have noticed any of the children behaving in such a way that they could be a danger to themselves or to other road users, make the point without bringing attention to individual children – they know who they are.

Content

Ask all the children to stand. Ask all those who didn’t walk to school to sit. Ask the remaining children to sit if they didn’t cross any roads. Of those still standing how many crossed with an adult and how many crossed alone? If they crossed with an adult did they rely on the adult to cross them safely or did they work through the Green Cross Code? Did they use a crossing – pelican, zebra, etc? If they crossed alone or with friends did they use the Green Cross Code to help them cross safely, did they use a crossing, what did they do to make crossing the road safer, if anything?

If they use a crossing do they need to use the Green Cross Code? Why do think it is important to use the Green Cross Code?

They should avoid crossing between parked cars, but what should they do if there are parked cars everywhere? Choose a space between two cars where it is easy to get to the other side of the road. Make sure that neither car is about to move off – look for drivers in the cars and listen for engines. Walk to the outside edge of the cars and stop. Look all around for traffic. When it is clear, cross, still looking and listening as you go.

Where is the safest place to walk? What should they do if there isn’t a footpath? – Walk facing oncoming traffic (on the right) at the side of the road, in single file.

What about clothes? What could they wear to help keep them safe? Suggest light coloured clothing – fluorescent and reflective if possible, even in daylight it is important that you are easily seen.

Sing the song.

Reflection

Ask the children to reflect for a few minutes and to decide on one thing they can personally do to improve their safety on the road.

Assembly Plans for 7-11 years

Song

Safe Places to Cross

Words and music by J Redfern and J Higgins

Ever heard of a zebra crossing?

It goes across the road with black and white stripes.

It's got orange flashing beacons

to tell the cars to stop when you are there.

Ever seen a pedestrian crossing?

You press the button on the box and wait.

You see the red man looking at you

when the green man comes look left and right.

Assembly Plans for 7-11 years

Safe Places to Cross

Words and Music: J Redfern, J Higgins

E-ver heard of a ze-bra cross-ing?_ it goes a-cross the road with black and white stripes.

The first system of the musical score is in 4/4 time. The vocal line starts with a quarter rest, followed by a quarter note 'E', an eighth note 'ver', a quarter note 'heard', a quarter note 'of', a quarter note 'a', an eighth note 'ze', a quarter note 'bra', an eighth note 'cross', a quarter note 'ing', a quarter rest, a quarter note 'it', a quarter note 'goes', a quarter note 'a', a quarter note 'cross', a quarter note 'the', a quarter note 'road', a quarter note 'with', a quarter note 'black', a quarter note 'and', a quarter note 'white', a quarter note 'stripes', and a quarter rest.

5 It's got o-range fla-shing bea-cons_ to tell the cars to stop when you are there.

The second system of the musical score is in 4/4 time. The vocal line starts with a quarter rest, followed by a quarter note 'It's', a quarter note 'got', a quarter note 'o', a quarter note 'range', a quarter note 'fla', an eighth note 'shing', a quarter note 'bea', a quarter note 'cons', a quarter rest, a quarter note 'to', a quarter note 'tell', a quarter note 'the', a quarter note 'cars', a quarter note 'to', a quarter note 'stop', a quarter note 'when', a quarter note 'you', a quarter note 'are', a quarter note 'there', and a quarter rest.

9 E-ver seen a pe-des-trian cross-ing?_

The third system of the musical score is in 4/4 time. The vocal line starts with a quarter rest, followed by a quarter note 'E', an eighth note 'ver', a quarter note 'seen', a quarter note 'a', an eighth note 'pe', a quarter note 'des', a quarter note 'trian', an eighth note 'cross', a quarter note 'ing', a quarter rest.

13 you press the but-ton on the box and wait_ You see the red man look at you_

The fourth system of the musical score is in 4/4 time. The vocal line starts with a quarter rest, followed by a quarter note 'you', a quarter note 'press', a quarter note 'the', a quarter note 'but', an eighth note 'ton', a quarter note 'on', a quarter note 'the', a quarter note 'box', a quarter note 'and', a quarter note 'wait', a quarter rest, a quarter note 'You', a quarter note 'see', a quarter note 'the', a quarter note 'red', a quarter note 'man', a quarter note 'look', a quarter note 'at', a quarter note 'you', and a quarter rest.

17 When the green man comes look left and right.

Intro

The fifth system of the musical score is in 4/4 time. The vocal line starts with a quarter rest, followed by a quarter note 'When', a quarter note 'the', a quarter note 'green', a quarter note 'man', a quarter note 'comes', a quarter note 'look', a quarter note 'left', a quarter note 'and', a quarter note 'right', and a quarter rest. The system concludes with an 'Intro' section consisting of two measures of chords in the treble clef.

Assembly Plans for 7-11 years

Theme: Cycle Helmets

Aim

To prepare the children to begin to learn about cycling safely.

Resources and Preparation

- You could liaise with your local Road Safety Officer to link with practical cyclist training or other road safety education activities
- A pen, a raw egg and a mat/place to drop it. If possible an egg helmet from the Bicycle Helmet Initiative Trust (see page 81)
- Song – ‘Cycle Safety’

Teacher’s Notes

A good time to do this assembly is the week before the upper years take part in cycle training.

Content

(If applicable). Start by informing the children that next week will be cycle training week for year/class..

Tell the children that learning to cycle is a very important skill, and although it will be fun, it will also help prepare them to become sensible road users, and this is a big responsibility. Roads are dangerous, especially for cyclists as, often, other road users do not give cyclists enough space or consideration.

Ask the children to put up their hands if they ride a bike. Ask them to keep their hands up if they wear a cycle helmet when they ride it. (Praise any children that do). Explain that it is very important to wear a cycle helmet and ask them why they think that might be. The helmet protects your head, which houses your brain, and if your brain gets damaged it can cause lots of serious problems. So, it’s worth wearing your helmet, isn’t it?

Take the egg and hold it up high. Draw a smiley face on the egg and give it a name (the children could call out suggestions). Tell the children that Billy Egg is going to ride his bike today. He’s not allowed to go on the road yet, so he’s going to cycle up and down his drive. Billy doesn’t like wearing his new helmet, but he does like pedalling fast.

Ask the children what would happen to Billy if he hit a stone and flew off his bike.

Tell them you are going to show them what could happen. Hold the egg up (one metre above the floor) and drop it, watching it smash. Explain that you don’t want any of the children to end up like Billy so they should wear their helmets like Josh Egg and show them an egg in a helmet. Drop this egg from the same height to illustrate very effectively the point of wearing a helmet.

Sing the song.

Reflection

Reinforce how dangerous cycling can be and how important it is to wear a helmet, even when they’re not cycling on the road.

(If applicable). Wish the children who are undertaking cycling training luck and say that you hope they learn a lot of important skills to help them to ride safely.

Assembly Plans for 7-11 years

Song

Cycle Safety

Words and music by J Redfern and J Higgins

When we first learn how to ride a bike
we learn the Highway Code.

Now we're on two wheels
using our pedals instead of our feet.

Soon we'll be riding our bikes on the roads
not only bikes but cars are there.
They're much bigger than us and
sometimes they don't take much care as they should.

So when we're riding our bikes outside
we think of the Highway Code.
Wear brightly coloured clothes
Be safe, be seen when we're on the road.

Assembly Plans for 7-11 years

Cycle Safety

Words and Music: J Redfern, J Higgins

With a little pace

When we first learn how to ride a bike we

G C D G

This system contains the first four measures of the song. The melody is in the treble clef and the bass line is in the bass clef. The key signature has one sharp (F#) and the time signature is 3/4. The lyrics are: 'When we first learn how to ride a bike we'. The chords are G, C, D, and G.

learn the High - way Code.

D G

This system contains measures 5 and 6. The lyrics are: 'learn the High - way Code.'. The chords are D and G.

Now we are on two wheels

G C Em D

This system contains measures 7 and 8. The lyrics are: 'Now we are on two wheels'. The chords are G, C, Em, and D.

u - sing our pe - dals in - stead of our feet.

Em C B

This system contains measures 9 and 10. The lyrics are: 'u - sing our pe - dals in - stead of our feet.'. The chords are Em, C, and B.

Soon we'll be ri - ding our bikes on the roads, not

G C D G

This system contains measures 11 and 12. The lyrics are: 'Soon we'll be ri - ding our bikes on the roads, not'. The chords are G, C, D, and G.

on - ly bikes but cars are there.

D G

This system contains measures 13 and 14. The lyrics are: 'on - ly bikes but cars are there.'. The chords are D and G.

Assembly Plans for 7-11 years

2

25

They're _____ much _____ big - ger than us _____ and

G Em D

Detailed description: This system contains measures 25 to 28. The melody is in G major (one sharp) and 4/4 time. Measure 25: Treble clef, G4 quarter, A4 quarter, B4 quarter, C5 quarter. Bass clef: G2 quarter, B1 quarter, D2 quarter, E2 quarter. Measure 26: Treble clef, G4 quarter, A4 quarter, B4 quarter, C5 quarter. Bass clef: G2 quarter, B1 quarter, D2 quarter, E2 quarter. Measure 27: Treble clef, G4 quarter, A4 quarter, B4 quarter, C5 quarter. Bass clef: G2 quarter, B1 quarter, D2 quarter, E2 quarter. Measure 28: Treble clef, G4 quarter, A4 quarter, B4 quarter, C5 quarter. Bass clef: G2 quarter, B1 quarter, D2 quarter, E2 quarter.

29

some - times they don't take as much care as they should.

Em C B

Detailed description: This system contains measures 29 to 32. The melody is in G major (one sharp) and 4/4 time. Measure 29: Treble clef, G4 quarter, A4 quarter, B4 quarter, C5 quarter. Bass clef: G2 quarter, B1 quarter, D2 quarter, E2 quarter. Measure 30: Treble clef, G4 quarter, A4 quarter, B4 quarter, C5 quarter. Bass clef: G2 quarter, B1 quarter, D2 quarter, E2 quarter. Measure 31: Treble clef, G4 quarter, A4 quarter, B4 quarter, C5 quarter. Bass clef: G2 quarter, B1 quarter, D2 quarter, E2 quarter. Measure 32: Treble clef, G4 quarter, A4 quarter, B4 quarter, C5 quarter. Bass clef: G2 quarter, B1 quarter, D2 quarter, E2 quarter.

33

So when we're ri - ding our bikes out - side we

G C D G

Detailed description: This system contains measures 33 to 36. The melody is in G major (one sharp) and 4/4 time. Measure 33: Treble clef, G4 quarter, A4 quarter, B4 quarter, C5 quarter. Bass clef: G2 quarter, B1 quarter, D2 quarter, E2 quarter. Measure 34: Treble clef, G4 quarter, A4 quarter, B4 quarter, C5 quarter. Bass clef: G2 quarter, B1 quarter, D2 quarter, E2 quarter. Measure 35: Treble clef, G4 quarter, A4 quarter, B4 quarter, C5 quarter. Bass clef: G2 quarter, B1 quarter, D2 quarter, E2 quarter. Measure 36: Treble clef, G4 quarter, A4 quarter, B4 quarter, C5 quarter. Bass clef: G2 quarter, B1 quarter, D2 quarter, E2 quarter.

37

think of the High - way Code.

D G

Detailed description: This system contains measures 37 to 40. The melody is in G major (one sharp) and 4/4 time. Measure 37: Treble clef, G4 quarter, A4 quarter, B4 quarter, C5 quarter. Bass clef: G2 quarter, B1 quarter, D2 quarter, E2 quarter. Measure 38: Treble clef, G4 quarter, A4 quarter, B4 quarter, C5 quarter. Bass clef: G2 quarter, B1 quarter, D2 quarter, E2 quarter. Measure 39: Treble clef, G4 quarter, A4 quarter, B4 quarter, C5 quarter. Bass clef: G2 quarter, B1 quarter, D2 quarter, E2 quarter. Measure 40: Treble clef, G4 quarter, A4 quarter, B4 quarter, C5 quarter. Bass clef: G2 quarter, B1 quarter, D2 quarter, E2 quarter.

41

Wear _____ bright - ly co - loured clothes be

G C Em D

Detailed description: This system contains measures 41 to 44. The melody is in G major (one sharp) and 4/4 time. Measure 41: Treble clef, G4 quarter, A4 quarter, B4 quarter, C5 quarter. Bass clef: G2 quarter, B1 quarter, D2 quarter, E2 quarter. Measure 42: Treble clef, G4 quarter, A4 quarter, B4 quarter, C5 quarter. Bass clef: G2 quarter, B1 quarter, D2 quarter, E2 quarter. Measure 43: Treble clef, G4 quarter, A4 quarter, B4 quarter, C5 quarter. Bass clef: G2 quarter, B1 quarter, D2 quarter, E2 quarter. Measure 44: Treble clef, G4 quarter, A4 quarter, B4 quarter, C5 quarter. Bass clef: G2 quarter, B1 quarter, D2 quarter, E2 quarter.

45

safe, be seen when we're on the road.

G Am D G

Detailed description: This system contains measures 45 to 48. The melody is in G major (one sharp) and 4/4 time. Measure 45: Treble clef, G4 quarter, A4 quarter, B4 quarter, C5 quarter. Bass clef: G2 quarter, B1 quarter, D2 quarter, E2 quarter. Measure 46: Treble clef, G4 quarter, A4 quarter, B4 quarter, C5 quarter. Bass clef: G2 quarter, B1 quarter, D2 quarter, E2 quarter. Measure 47: Treble clef, G4 quarter, A4 quarter, B4 quarter, C5 quarter. Bass clef: G2 quarter, B1 quarter, D2 quarter, E2 quarter. Measure 48: Treble clef, G4 quarter, A4 quarter, B4 quarter, C5 quarter. Bass clef: G2 quarter, B1 quarter, D2 quarter, E2 quarter.

Assembly Plans for 7-11 years

Theme: Moving On

Aim

To give the children confidence to plan for the journey to their new schools.

Resources and Preparation

This assembly could be used to reinforce preparation work that the children moving up to secondary school have been doing. It could form part of a project on planning safer routes.

Local bus companies will be able to provide timetables and routes for the new schools.

Your local Road Safety Officer could help with ideas. It is also worthwhile to involve parents.

Teacher's Notes

As the older children prepare for the move up to secondary school there are many issues that they can find worrying, the journey to their new school being just one of them. For many of the children it will be the first time they have travelled any distance from home without a parent or carer. They may have to use unfamiliar modes of transport, such as buses or trains, on unfamiliar routes.

The independence they are about to gain is a vital part of their growing up, but that doesn't make it any less daunting.

Content

Talk in general about moving up to secondary school and that some of the children will be making the journey on their own, rather than with an adult. Ask the children to put their hands up if they will be walking to their new school, if they will be cycling or if they will be catching a bus.

What are the things they are going to have to think about? If they are walking or cycling they will need to know the safest route to their new school. Do they know the way now? Will they have to cross any roads? Are there any busy roads? Are there cycling paths? Are there any crossings that can help them? What are the hazards? Is your bicycle in good working order? Do you have a cycle helmet? Remember that on darker nights and mornings you will need to wear something bright and make sure your bicycle lights are working.

It is a good idea to have a practice a couple of times before the big day with a parent or with friends, so that you are sure of the route and know how long it is going to take (you don't want to be late!).

What if you are going to catch a bus? Do you know how to use a bus? Do you know how much the fare is? Will you need the exact change? Do you know what number bus you will need to get? Is it a special school bus? Do you know where the bus stops for getting on and off are? Do you know the times of the buses?

You will need to find out all of these things before the actual day and again it is a good idea to have a couple of practice journeys before the actual day so that you are sure where to get on and off and how long the journey takes.

Reflection

Think about your new independence and how you can make the most of it by keeping yourself safe.

Assembly Plans for 11-14 years

Road Safety Assemblies for 11-14 year olds

These assemblies are designed to link to topical issues and themes that pupils may need reminders about. They will complement occasions when the school or year group are given information and notices about behaviour, school rules and responsibilities to do with travel.

There are related moral issues to do with responsibilities and the consequences of their own actions.

Information for transfer to overhead transparencies is included for some assemblies.

Assembly Plans for 11-14 years

Theme: Responsibilities as Road Users

Aims

To begin to understand about the responsibilities that come with being a road user and how the students can set a good example, especially for their younger siblings/friends.

Teacher's Notes

This assembly would be ideal to use at the beginning of the term, with students who have been at secondary school for at least a year. It could also be adapted to use if you are introducing a mentoring scheme for the new intake in your school.

Content

Begin the assembly by asking the students to remember how they felt when they were leaving their primary schools to start secondary school. What sort of things would be different? What did they worry about?

Emphasise that travel is a big change for many people and it can be a worry too.

As they probably know from their own experience, secondary pupils tend to travel further to school. They may have to use public transport to get to school now, instead of walking, which is perhaps how they got to primary school. Secondary children tend to travel further for social activities as many are given more independence.

With greater independence comes more responsibility. This means starting to really think about how they behave on the roads. Younger children will see them as being a group of people to look up to and will follow their example. It's very important they think about the way that they come across to other road users, when out and about.

Unfortunately a lot of people stereotype young people as having no road sense at all. Don't let them be right! Here are some things for the students to think about.

Read the following:

- Road accidents account for 25% of all deaths of school children. In fact, road accidents are the biggest single cause of death for all children aged between 1 and 15 years.
- Almost 20% of child pedestrian casualties occur on the way to or from school.
- Most road accidents happen in built up areas.
- Most road accidents happen in daylight.
- Road accidents cost almost £17 billion a year (£32,000 per minute),

Reflection

Emphasise that these statistics make grim reading.

Younger children do learn by example, so it is important to remember this and to set good examples, especially with regards to something as important as acting sensibly whilst using the roads.

The European Day of Remembrance and Hope has been established on the third Sunday of November each year as the day on which the bereaved and injured victims of road crashes are remembered, as well as their families and those who come to their rescue. For more information contact RoadPeace (see page 81).

Assembly Plans for 11-14 years

Theme: Conspicuity

Aim

To highlight the importance of being seen, especially on darker nights and mornings, and to demonstrate how different clothing can affect the pupils' safety as pedestrians and cyclists.

Resources and Preparation

- Reflective/fluorescent jackets or materials, light and dark clothing (this can be worn by the children who help with the assembly)
- Torch
- Ability to darken room

Teacher's Notes

It is suggested that this assembly is most suitable in the Autumn term when it gets dark early and the weather is often poor. However, conspicuity is important all year round; in good weather children tend to be out and about more, and so are at risk.

It is important for children to understand the need to see and be seen, and how difficult it can be for drivers to see them. Children need to know how their clothing can affect their visibility to other road users. Children (and parents) should not be made to feel inadequate if they haven't got appropriate clothing, but suggestions for improvising could be made, e.g. wearing light colours, carrying something white.

Content

Ask the students what the weather was like on their way to school this morning and if it made the journey easier or more difficult. Was it light or dark when they travelled? Ask how many of them think about the need to be seen when they are using the road and what they can do about that as pedestrians and as cyclists. Is being seen only something to worry about if they are going to be out after dark? When else do they need to think about making sure that drivers can see them.

Introduce an activity to show how different weather conditions such as heavy rain, snow, mist and fog, can reduce visibility. Ask some volunteers to demonstrate how the fluorescent and reflective materials work and then ask the students which material is best for which conditions. Ask three pupils to help. Make sure that one is wearing light coloured clothes and one dark, and ask the third to put on the reflective/fluorescent jacket or hold up the materials. Turn out the lights and ask who is the most visible – use the torch to show the reflective material. Why do they think it is harder to see the fluorescent material in the dark?

Ask them how they ensure they can be seen as a pedestrian – wearing some light-coloured, or better still, fluorescent clothing in light conditions and reflective clothes in reduced visibility. Ask them how they ensure they can be seen as cyclists – use front and rear lights and reflectors on their bicycles, and wearing fluorescent clothing in light conditions and reflective clothes in reduced visibility. Ask the students, next time they are in a car, in heavy rain, snow or fog to think about how difficult it is to see things around them. Ask them to make sure that when they are on their bikes or walking that they are visible to drivers.

Reflection

Ask the pupils to spend a few minutes reflecting on how they can keep safe through the winter.

Assembly Plans for 11-14 years

Theme: Pedestrian Safety

Aim

To encourage students to consider their behaviour as pedestrians and how they ensure their own and others' safety by behaving as responsible road users.

Teacher's Notes

Students need to be aware that as pedestrians they are responsible for their own safety on the road. The majority of drivers speed. Drivers are taught to look out for children and young people and to slow down when they are around, yet the majority do not do so once they have passed their test. Young people need to be aware that they cannot expect car drivers to look out for them and that it takes a car travelling at 40mph a long way to stop. Many of the younger children hurt on the road are with older children and follow their example.

Content

Ask the students: Do you feel safe when crossing the road? How many of you have seen what happens when a pedestrian is knocked down, either in real life or on television?

Did you know that...?

- In Britain over 42,000 pedestrians are hurt every year.
- 95% of these casualties happen in built up areas – and these are the areas where a lot of schools are situated.
- People walking account for 27%, that's over a quarter of all road deaths. This is because pedestrians have no protective shell, such as a car body, so they suffer more severe injuries in any impact with a vehicle.
- Those most at risk are 5-14 year olds, particularly your age group. This may be because you are quite inexperienced and are more prone to taking risks.
- Nearly one third of these casualties are on their way to or from school at the time of the accident.

In built up areas one out of five pedestrian casualties are injured on or very near to a crossing. Just because you are doing the right thing and crossing at the correct place, it is still important to be aware what is happening around you.

- In urban areas 70% of cars are travelling more than the 30mph speed limit.
- When pedestrians are hit at 40mph, 9 out of 10 will die, at 30mph, 5 out of 10 are killed and at 20mph, only 1 out of 10 will die.

Ask the students:

- Why do you think people get knocked down on a crossing? Sometimes pedestrians get things wrong, sometimes drivers get things wrong.

Reflection

It is obvious that something we take for granted every day, crossing the road, is actually a dangerous activity. It is something you have to do well, not only to make sure that you get safely across but because smaller children will follow your example and could be hurt or killed.

Ask the students to remember how exposed they are, when crossing roads. Ask them to think about one fact that they have heard today, by which they have been shocked or surprised.

Assembly Plans for 11-14 years

Theme: School Trips

Aim

To make students aware of their responsibilities on school trips to help keep themselves and others safe.

Resources and Preparation

Guidance for school trips is available from the DfES good practice guide, 'Health and Safety of Pupils on School Visits' which can be downloaded from www.dfes.gov.uk/h_s_ev, and from the Association of Scottish School Boards' guide 'Safe School Trips'. Background guidance is also available in RoSPA's 'Guides to School Trips' available from www.rospa.com.

Teacher's Notes

This assembly can be used before a school trip to help prepare the students. Let them know what is expected of them and encourage them to take responsibility for their own safety. The assembly is still valid even if only some of the school are going on a trip, as all the school will be going at some time and it reinforces acceptable behaviour and coping strategies.

The students should be involved in the risk assessment process and in deciding what behaviour is and is not appropriate on the trip. They also need to be aware that injuries are more likely to happen in activities when they feel safe, since that is when they will take risks. After the assembly, they could go back to their classes and create rules for how they will behave on the trip.

Content

Explain that a risk assessment must be carried out for the trip and any activity that might be dangerous. This looks at any dangers and ensures that there are measures in place to reduce the danger to acceptable levels.

Ask the students what kind of dangers they think might be involved during the journey and at their destination. Point out that sometimes things that seemed safe, like a river walk, have proved dangerous. Ask them if it is just the school and the teachers who are responsible for keeping them safe? Do they have a responsibility for their own safety? How can they reduce the dangers involved? Bring the discussion round to the idea that the students need to create a set of rules about how they will behave on their school trip.

Assembly Plans for 11-14 years

What can they do before the trip to help make sure it goes safely and smoothly?

- Make sure their teacher knows if they have any particular needs (special diet, medicines, etc.). Bring something to do on the journey – magazines, books and comics. Arrive on time, and wait for the bus, coach or minibus away from the road. They should also make sure that they know the arrangements for being picked up when they get back (if this will be outside normal school hours).

What can they do during the trip?

- Find a seat and put on your seat belt. Make sure your bags do not block the gangways or take up seats. Stay seated when the vehicle is moving and keep your seat belt on. Explain that it's fine to talk but moving about the bus unnecessarily can cause problems. Don't throw things or play about in the vehicle. Only speak to the driver when he or she is not driving, or in an emergency.

What about when they arrive?

- Wait until the vehicle has stopped and the teacher has told them to undo their seat belts before getting up to leave. Take all belongings with them. Tell them it is important to stay in the group they are allocated to, but if they get separated there should be a designated meeting place for them to go to and wait for a teacher to come and find them. Emphasise that they must not, under any circumstances go anywhere with anyone other than one of the teachers or helpers.

Reflection

Ask the students to think about what kind of behaviour should not be allowed on a school trip, and what sort of rules they need to keep themselves and others safe.

Assembly Plans for 11-14 years

Theme: Safe Cycling

Aims

To begin to understand the issues involved in riding on the road and think about the road and traffic situations and other road users. To understand the difference between riding and playing on a bicycle and begin to acknowledge responsibilities as road users.

Resources and Preparation

- Overhead projector
- OHTs

Teacher's Notes

A good time to do this assembly is at the start of the Autumn or Spring term as children are considering cycling to school for the first time.

Content

Acknowledge that starting secondary school has led to a change in travel arrangements and that the children now have greater independence.

Find out how many children own a bicycle, how many use it regularly and in what ways. How many cycle to school? Is this a change – previously did they only use their bicycle for play? Emphasise that the children using their cycle as a means of transport on the road now have more responsibility for their own safety and that of others.

Emphasise the importance of cycle training and wearing the right protective gear; helmet, fluorescent and reflective clothing. Confirm that as road users, just like car, bus and lorry drivers, they have to follow the Highway Code.

Explain that you are going to do a quiz about cycling and the Highway Code. Display the Question OHT. Go through each question in turn, getting the pupils to vote on the multiple-choice options. You can then overlay the answer OHT at the end of each question. Use the points and statistics below as additional information to support the answers:

1. Encourage children to use marked cycle routes and paths, it IS illegal to cycle on the pavement but acknowledge that there are times when it is safer for young children to do this because they are not ready to ride on the road. But they must be aware of their greater responsibilities to pedestrians at such times.
2. 90% of cycling accidents occur in urban areas and 75% happen at, or near, a road junction. A cycling accident commonly occurs when cyclists are turning right from a major road and when motorists turn across the path of a cyclist, or emerge from a side road.

Assembly Plans for 11-14 years

3. It is tempting for young people to carry their friends on their bicycle, but it is illegal – ensure they are aware of the dangers. Many people are not aware that the drink/drug 'drive' laws also apply to cyclists. Raise their awareness now at an early age.
4. Most child cycling accidents occur during daylight hours, the most dangerous hours being 8.00am to 9.00am and 3.00pm to 6.00pm on weekdays. However, cyclists involved in accidents at night are more likely to be killed or seriously injured than those involved in daytime accidents.
5. It is not safe to use a mobile phone; balance and operation of the steering and brakes are impaired as well as the cyclist's concentration because of distraction due to the conversation. A personal stereo deprives the cyclist of one of the key senses – hearing – and makes them more vulnerable.
6. Cyclists should only overtake a parked vehicle, if they are certain it is safe to do so. They should be alert to a driver still in the vehicle; it is common for drivers to open their doors onto cyclists. Be alert for pedestrians crossing in between parked vehicles and look for traffic coming towards you or overtaking you.

Reflection

Ask the pupils to reflect on any new information they have found out today.

Is cycling on the road like playing on their bicycle or are there more serious implications?

Do they think they should learn the relevant part of the Highway Code before cycling on the road?

Assembly Plans for 11-14 years

OHT: Cycling Safety – Questions

- 1. When are you allowed to cycle on the pavement?:**
 - a. On a busy dual carriageway.
 - b. Only when there are special signs allowing you to do so.
 - c. When it is raining.

- 2. What should you do when you want to turn right?:**
 - a. Shout “I’m turning right”.
 - b. Put your head down and pedal hard to get across quickly.
 - c. Depending on the road, either look to make sure it is safe and then give a clear arm signal, or get off and wait for a clear gap before walking with your bike across the road.

- 3. When cycling you must not:**
 - a. Carry a passenger unless your cycle has been built or adapted to carry one.
 - b. Ride when under the influence of drink or drugs.
 - c. Both of the above.

- 4. At night your cycle must be fitted with:**
 - a. White front and red rear lights.
 - b. Red rear reflector.
 - c. Both of the above.

- 5. Whilst cycling it is good to:**
 - a. Use a mobile phone.
 - b. Wear a cycle helmet.
 - c. Use a personal stereo.

Assembly Plans for 11-14 years

OHT: Cycling Safety – Answers

1. **When are you allowed to cycle on the pavement?:**
 - a. On a busy dual carriageway.
 - b. **Only when there are special signs allowing you to do so.**
 - c. When it is raining.
2. **What should you do when you want to turn right?:**
 - a. Shout “I’m turning right”.
 - b. Put your head down and pedal hard to get across quickly.
 - c. **Depending on the road, either look to make sure it is safe and then give a clear arm signal, or get off and wait for a clear gap before walking with your bike across the road.**
3. **When cycling you must not:**
 - a. Carry a passenger unless your cycle has been built or adapted to carry one.
 - b. Ride when under the influence of drink or drugs.
 - c. **Both of the above.**
4. **At night your cycle must be fitted with:**
 - a. White front and red rear lights.
 - b. Red rear reflector.
 - c. **Both of the above.**
5. **Whilst cycling it is good to:**
 - a. Use a mobile phone.
 - b. **Wear a cycle helmet.**
 - c. Use a personal stereo.

Assembly Plans for 11-14 years

Theme: In Car Safety

Aim

To consider risk taking.

To consider reasons for wearing/not wearing seat belts.

To highlight the importance of seat belts for rear seat passengers.

Resources and Preparation:

- Seatbelt discussion OHT
- Answers OHT

Teacher's Notes

Many people still do not wear seat belts in the back of cars. This leads to many fatalities, not only for the back seat passenger without the belt, but also for the driver and front seat passenger, even if they are wearing theirs.

Content

Ask the students to think of a time they have taken a risk on the road. Give one or two examples of commonly taken risks e.g. riding a bike without a helmet.

Identify some reasons for taking risks, e.g. showing off, to save time, lack of knowledge. Emphasise the potential consequences of the risks. The negatives far outweigh the positives. Now focus on seat belts. Ask the students if they wear seat belts themselves. What about other people in their families? Do people act differently in the front seats/back seats? Explain that you are going to test their knowledge on seat belts.

Display Questions OHT. Go through each question in turn, getting the pupils to provide answers where possible. For the first two questions they can vote.

At the end place the answer OHT over the top of the question OHT and run through the answers.

Reflection

Ask the pupils to reflect on any new information they have found out today.

Do they now think not wearing a seat belt is a risk they would take?

Are they now more likely to ask other people they travel with to wear seat belts?

Assembly Plans for 11-14 years

OHT: Seat belts – Answers

1. Who must by law wear a seat belt?

All of them!!! (Wherever a seat belt is fitted) It has been law since 1983 for drivers and front seat passengers. It has been the law since 1991 for rear seat passengers. The police can give on the spot fines if seat belts are not worn.

2. Who do you think is less likely to wear a seat belt, under 14's or over 14's?

Over 14's are less likely. Only 60% wear one. Over 90% of under 14's do. Both age groups are more likely to wear seat belts in the front.

3. What sort of excuses do people give for not wearing seat belts?

Some commonly given excuses are:

They are uncomfortable.

They crease your clothes.

It may offend the driver by suggesting you don't trust their driving.

4. What are the risks to back seat passengers who don't wear seatbelts?

About 120 unbelted back seat passengers are killed every year. Many more are seriously injured with chest injuries, broken ribs, fractured skull or facial wounds. In an accident, they are three times more likely to be killed or seriously injured as passengers who do wear their seat belt.

5. What are the risks to people in the front seats if back seat passengers don't wear their seat belts?

In a crash at 30mph an unbelted passenger will hit the front seat with a force of between 30 and 60 times their own body weight. About 40 front seat passengers and drivers are killed each year in this way. Research shows that people know that they could be hurt themselves, but many don't know that they could kill the driver/front seat passenger.

Assembly Plans for 15+ years

Road Safety Assemblies for 15+ year olds

These assemblies for older students help prepare them for driving and for travelling away from home to work experience or college. They are entering the highest risk age group for road accidents.

The themes will help them reflect on their attitudes, skills and responsibilities as road users.

Information for transfer to overhead transparencies is included.

Assembly Plans for 15+ years

Theme: Learning to Drive

Aim

To consider the skills needed to be a good driver, as well as the responsibilities that come along with being a driver.

Resources and Preparation

- OHT True/False
- Answer sheet

Teacher's Notes

Many students are eager to learn to drive as soon as they reach 17 years. However, the learning to drive part is often the only element they concentrate on. Obviously, there are many responsibilities that come with learning to drive and the students need to be made aware of them before booking their first lesson.

Drivers under the age of 25 years account for 25% of drivers who are killed or seriously injured.

Content

Start by asking the pupils how well informed they already think they are about learning to drive. Perhaps they know people who are already having driving lessons? Do they know how to choose a good instructor? How much does it cost to learn to drive? How much does it cost to run a car? Do they think that some people learn to drive before they can afford to be a driver? Perhaps they feel that there is pressure on young people to learn to drive as soon as they are legally old enough?

Explain that today's assembly is hopefully going to make them a little better informed about learning to drive.

Display True/False OHT.

Run through the answers, getting the students to vote on whether they think the statement is true or false. After they have voted read out the correct answer from the answer sheet.

Reflection

How much did the students know about learning to drive?

Emphasise the following points:

- Appropriate attitudes to driving are as important as driving skills.
- Having a safer attitude towards driving does not make it less fun to drive but can make it more enjoyable and far less stressful.
- Proper preparation for driving is essential.

The European Day of Remembrance and Hope has been established on the third Sunday of November each year as the day on which the bereaved and injured victims of road crashes are remembered, as well as their families and those who come to their rescue. For more information contact RoadPeace (see page 81).

Assembly Plans for 15+ years

OHT: Learning to Drive

Question Sheet – True or False?

1. The average learner has about 35 hours of instruction before taking a test.
2. There is no requirement to have driving lessons with an Approved Driving Instructor.
3. Fatal accidents have increased a great deal in the last 15 years.
4. Road traffic has increased by about 20% during the same period.
5. Most people pass their test the first time.
6. It is very rare for a driving examiner to have to intervene in order to prevent an accident occurring during a test.
7. About 300,000 people drive as part of their job.
8. Inexperienced drivers frequently have accidents at night.
9. New drivers must have driven in the dark before they take their test.
10. The theory test has been a requirement since 1996.
11. A candidate for the practical test needs to make 20 minor mistakes before they fail.
12. Anyone with a full driving licence can supervise a learner driver.
13. DSA stands for driver safety awareness.
14. A person needs to be 18 before they can apply for a provisional licence for any vehicle.

Assembly Plans for 15+ years

OHT: Learning to Drive

Answer Sheet

1. **True** – the average period of tuition is between 30-35 hours or around 650 miles, although many will have far less.
2. **True** – it is still possible to take a test never having received professional tuition. This is not the case in some European countries. It is always best to have some paid lessons from an expert.
3. **False** – in fact they have decreased by around 30% between 1987 and 1998 despite an increase in traffic volume.
4. **False** – road traffic has increased by 55% during this period – growth that is set to continue.
5. **False** – fewer than half pass first time.
6. **False** – in fact it is estimated that the examiner has to intervene to prevent an accident in one out of ten tests.
7. **False** – in fact at least 3 million people have to drive as part of their job.
8. **True** – novice drivers are more likely to crash at night than experienced drivers.
9. **False** – there is no requirement for this to be the case. But it is a good idea to have some driving lessons in the dark.
10. **True** – the question bank is increasing all the time and now contains around 800 possible questions.
11. **False** – in fact only 16 driving faults are allowed, this may sound a lot, but it isn't. Just one serious or dangerous fault and you will not pass the Test.
12. **False** – they need to have held a full licence for 3 years and be over 21 years of age and still hold a licence.
13. **False** – it stands for Driving Standards Agency.
14. **False** – a person needs to be 17 years of age. 16, if the licence is for a moped.

Assembly Plans for 15+ years

Theme: Being in Control

Aim

To consider some ways to manage stress and anger, especially in traffic, by being assertive rather than aggressive.

Resources and Preparation

- OHT 1 and 2

Teacher's Notes

Assertiveness is an important skill in managing stress and anger and is a key component of personal and social development programmes. Some people wrongly confuse the term assertiveness with aggression. However, assertive people avoid being aggressive by keeping calm, polite and in control, even when they are feeling angry or stressed.

Content

Ask the students to remember a time when they or someone they have been with has become angry or aggressive whilst using the road because of stress or pressure. Imagine people pushing to get on or off an over-crowded bus when they are already late. Or a family in a car arguing about whose fault it is that they are late and have forgotten the road map.

Such incidents can lead to 'road rage' and cause accidents.

Wiser people would not allow themselves to snap under a time of stress, resulting in putting themselves and other road users at risk. They are assertive, not aggressive.

Explain that one way to understand the meaning of assertiveness is to contrast assertive behaviour with aggressive behaviour and with passive behaviour.

Display OHT 1. Consider which type of person would be most likely to cause accidents.

Reflection

Display OHT 2.

Summarise with the concept of 'I'm OK/you're OK' as an explanation of assertiveness, which can be shown as three points of a triangle. An assertive person wants other people to feel OK as well as themselves. An aggressive person does not care whether others feel OK.

If more road users were assertive rather than aggressive, fewer accidents would happen.

Assembly Plans for 15+ years

OHT 1: Being Assertive and in Control

Aggressive people tend to...

- Dominate others.
- Be rude, sarcastic, and abusive.
- Try to get their own way regardless of what other people want.
- Express their own views without listening to others.
- Lose their temper easily.

Assertive people tend to...

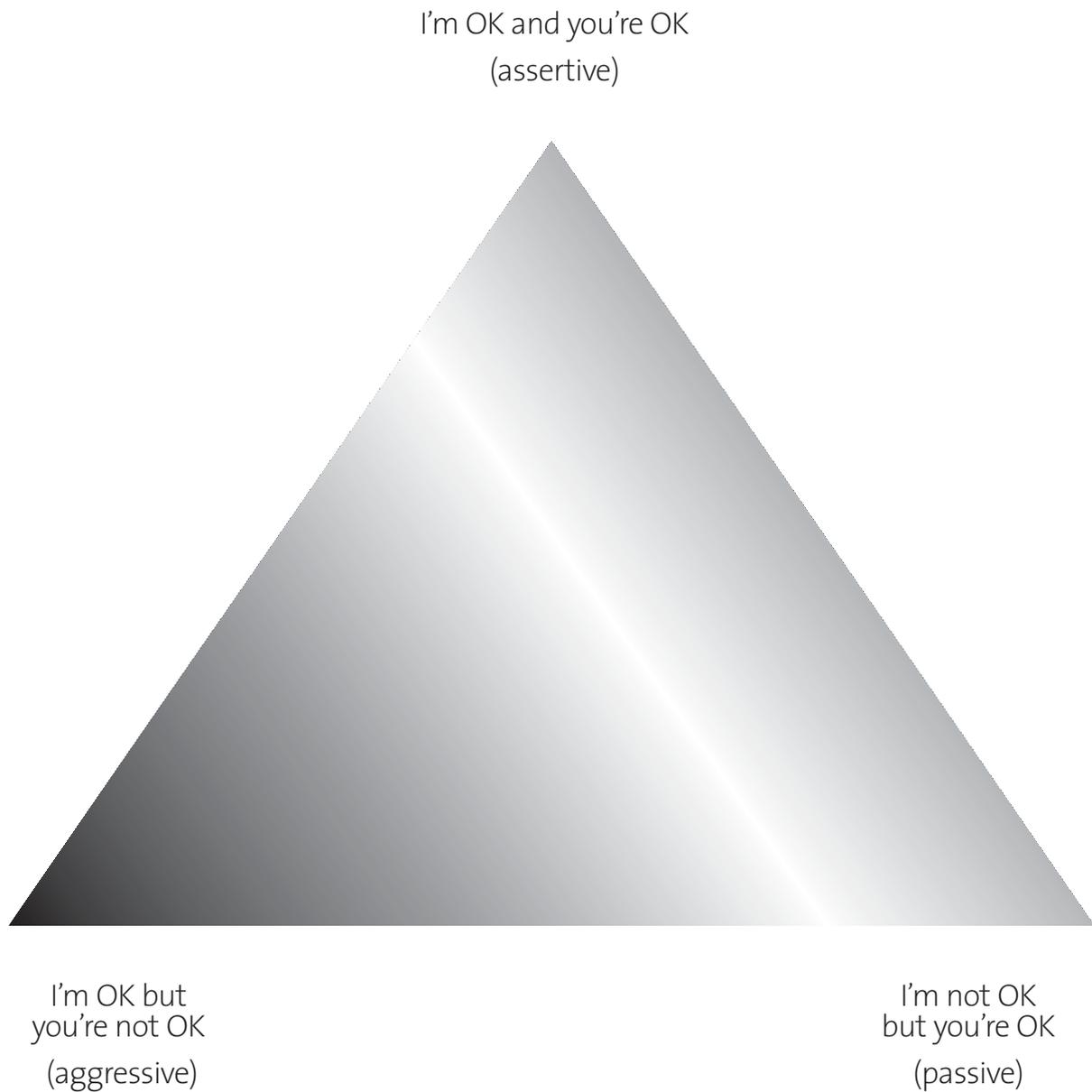
- Stand up for their rights, but respect other people's rights at the same time.
- Express their own views but also listen to other people.
- Negotiate rather than dominate or give in.
- Keep calm and polite even when feeling angry.

Passive (submissive) people tend to...

- Put up with things.
- Give in easily to others.
- Do things that they don't want to do because they would rather go along with what everyone else wants to do.
- Don't stand up for themselves.

Assembly Plans for 15+ years

OHT 2: Being Assertive and in Control



Assembly Plans for 15+ years

Theme: Newly Qualified Drivers

Aim

To emphasise the increased risks that young drivers face and to help the students to recognise what a dangerous activity driving actually is, especially for their age group.

Resources and Preparation

- Press release
- Statistics OHT

Teacher's Notes

The assembly would be good to do with the students approaching their 17th year as well as students who have already started to learn to drive.

Young drivers between the ages of 17-25 are the most likely age group to have an accident on the road. Drivers under 25 account for 25% of drivers killed or seriously injured on the roads. Young males are at greater risk than females. 65% of 17-19 year old driver casualties are male.

Young drivers have a lot more accidents in the dark (especially between the hours of 8.00pm-2.00am) than older drivers. They have a greater number of accidents from hitting the rear of other vehicles and from losing control of their own vehicles, because they are driving too fast.

Content

Display the press release on OHP. Read it out if necessary.

Highlight the elements that the RoSPA spokesperson says are most dangerous: speed, alcohol, night driving, etc. Ask the students how many of them intend to take more lessons after they pass their test? Probably very few will.

Explain to the students that novice drivers and especially those under 25 years old are most at risk from having a road accident. This is because they are inexperienced. They may also be interested in learning that 25% of all the drivers killed or seriously injured on the roads are under the age of 25. Also, 65% of 17-19 year old driver casualties are male. So anyone can see that driving at their age is a pretty dangerous activity.

They may not consider road accidents to be a great threat to their lives, but unfortunately it is a huge cause of deaths in young people and adults. It's also why insuring young people to drive is very expensive. Insurance companies aren't stupid. They look at the statistics and realise how likely it is you will have an accident. The only way this is ever going to change is if young and new drivers start to realise how important it is to keep driving the way you are taught to at the beginning.

Assembly Plans for 15+ years

Display statistics OHT.

How many of the students buy a lottery ticket? Think about the whole country.

A great many people do. People who buy them must believe they have a chance of winning the jackpot. However, looking at those statistics there is a greater chance of them dying in one year, than there is of winning the lottery jackpot.

The things which the media say sometimes lead us to believe we are at huge risk of being murdered or being killed on the railways. This is not actually true. If they look at the chart it is plain to see that we are at far greater risk from dying on the roads. Something we use every day and we almost take as read that they are not a danger to us.

Reflection

Wish all the young people who are intending to learn to drive good luck.

Ask the students to remember some things they have learnt today before they book their next lesson.

Assembly Plans for 15+ years

OHT: Newly Qualified Drivers

Press Release

A graduated driver-licensing scheme could be the answer to tackling Britain's biggest road accident problem – young drivers, the Royal Society for the Prevention of Accidents national road safety congress will be told next week.

Experts will hear how, under a successful project in Australia, drivers under 25-years-old have to have 42 months driving experience and pass four tests before being given a full licence. No one under 20 can gain a full licence.

Kevin Clinton, RoSPA Head of Road Safety, said: "Graduated Driver Licensing works in Australia and in other countries. It is time we looked at it seriously in the UK. Qualifying for a full licence in stages means novice drivers would gradually build up experience during the period they are most at risk, while at the same time reducing their exposure to the things that are most dangerous to them – speed, alcohol, night driving, carrying teenage passengers. At the moment, many pass their test, forget the safety lessons they have learned and never take any further training."

In the New South Wales Graduated Licensing Scheme, all learner drivers must have at least 50 hours on-road supervised driving experience, have passed a computer-based driver knowledge test and an on-road driver ability test before they can graduate to a first stage provisional licence. They must take a hazard perception test to graduate to the next stage and then a driver qualification test before being given an unrestricted licence.

What driving situations are most dangerous for newly qualified (novice) drivers?

Do you think new drivers should gain their full driving licence in stages, or after passing a single test?

Assembly Plans for 15+ years

OHT: Risk of an individual dying in one year from various causes

Accident on the road:	1 in 8,000
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Accident at home:	1 in 26,000
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Accident at work:	1 in 43,500
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Homicide:	1 in 100,000
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Accident on the railway:	1 in 500,000
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Hit by lightning:	1 in 10,000,000
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And the chances of you winning the
National Lottery jackpot? 1 in 14,000,000!

Assembly Plans for 15+ years

Theme: Mobile Phones

Aim

To highlight how easily you can be distracted whilst using mobile phones on or near roads and the possible consequences of doing so.

Resources and Preparation

OHT detailing deaths caused in some way by mobile phone use.

Teacher's Notes

A lot of young people now own a mobile phone.

Having a mobile phone can be useful. It lets people stay in touch easily and means they can call home in an emergency, etc. However, a lot of young people are so pre-occupied with texting and phoning each other that they put themselves at risk on or near roads.

Content

Begin by asking the pupils to think about the ways in which they travel to school. They may walk, come by bus or get a lift in a car. Ask them to think about if they ever take risks with their safety by ignoring any road safety rules. Emphasise that it's not just pedestrians who have to be alert and responsible when using the road.

Have the students ever seen any other road users taking risks?

Nowadays there is a relatively new form of distraction: the mobile phone.

Display the OHT. Allow pupils time to have a quick read. Now read out the OHT yourself, case by case.

Explain that this is only a sample of the tragedies that have been caused by different types of road users using mobile phones. Focus on the penalty given by the courts in each case. Note that some of the drivers who were jailed were convicted of the more serious offence of dangerous driving. Others, who were not jailed, were convicted of careless driving.

Comment that there has already been a death of a girl who was using a mobile phone whilst she crossed the road. How many students have done exactly what she did?

Reflection

Ask the students to reflect on their own behaviour on the roads. Is it worth losing your life over something that could wait ten seconds, whilst you cross the road?

The European Day of Remembrance and Hope has been established on the third Sunday of November each year as the day on which the bereaved and injured victims of road crashes are remembered, as well as their families and those who come to their rescue. For more information contact RoadPeace (see page 81).

Assembly Plans for 15+ years

OHT: Mobile Phone Related Deaths

Date	Circumstances	Sentence
1988	Driver leaned across to answer his mobile phone and swerved into the path of another car, whose driver died instantly.	Fined £100 after admitting driving without due care and attention.
Sept 1994	Driver listening to message on phone, crossed to the wrong side of the road and collided with a van on a bend.	Jailed for six months for causing death by dangerous driving.
Sept 1996	Driver using his mobile when he ran over a child pedestrian.	Fined £250 and ordered to pay £35 costs after admitting careless driving.
Mar 1999	Truck driver was speeding while using a hands-free mobile phone. He hit a stationary van which was shunted into another car, killing the occupant.	Jailed for 18 months and banned from driving for four years.
Feb 2000	Truck driver distracted when his mobile phone rang. He took his eyes off the road but didn't answer phone. Hit a cyclist who was killed instantly.	Charged with driving without due care and attention. Fined £500 for lack of attention.
Mar 2000	Driver reading his map while talking to his boss on a mobile phone. Hit back of parked lorry carrying gas cylinders. He died in the fire.	Verdict of accidental death recorded.
April 2000	Pedestrian talking on a mobile phone stepped into the road without looking. Friend shouted warning but pedestrian did not hear.	Verdict of accidental death. Coroner said the mobile phone was a factor in distracting her from noticing the car.
June 2000	Truck driver composing a text message veered into a lay-by, and hit a man standing by his parked car.	Driver jailed for 5 years for causing death by dangerous driving. Judge said "In many ways it is difficult to imagine a more blatant act of such cold blooded disregard for safety on the roads".
Nov 2000	A driver was killed when he pulled out in front of a police car with its lights and sirens on. The driver had just received and sent two text messages.	Awaiting verdict.

Assembly Plans for 15+ years

Theme: Travelling to Work (work experience and careers education)

Aim

To reduce the stress involved in travelling to unfamiliar places, especially when feeling anxious.

Resources and Preparation

- OHT1: Checklist for a well-planned journey
- OHT2: Taking the stress out of travel

Teacher's Notes

This theme is relevant for students about to undertake work experience placements, start their first job, or attend interviews for work or college – situations where they will be making unfamiliar journeys while feeling stressed or anxious. (Further advice and guidance can be found at www.youngworker.co.uk).

Content

Ask students to rate their own stress level just before setting off for an interview or for the first day of work experience – High? Medium? Low? None at all?

Emphasise that one way to reduce the stress is to be well prepared and set off in plenty of time. Being late is highly stressful for most people and makes the whole day even more stressful than it need be. It is also a cause of accidents as people take risks they wouldn't normally take, like dashing across a busy road to try and catch a bus. Emphasise the need to use proper crossing places like subways, crossings and bridges, even if they are late, and not to be tempted to take risks by trying to save time.

Using OHT 1, ask students to rate how well they usually plan important journeys – Very well? Partially? Not at all?

Using OHT 2, identify some de-stressing strategies.

Reflection

Reflect on how stress can affect other people as well as yourself by causing accidents.

Think of at least one way in which you could make travel less stressful.

Assembly Plans for 15+ years

OHT1: Checklist for a Well Planned Journey

- Look on the web for the bus/train timetable.
- Plan the route.
- Time the journey.
- Find out the correct fare.
- Identify the exact stop/station where you need to get out.
- Estimate any walking time needed and locate crossing places.
- Identify which entrance or building you need to go to.
- Check the name of the person you need to report to.

Assembly Plans for 15+ years

OHT2: Taking the Stress Out of Travel

- Catch an earlier bus or train than you need to just in case there's a hold-up.
- Get everything ready the night before.
- If the worst happens and you are late, don't panic and don't take risks.
- Use this calming strategy if you feel stressed:
 - Take a deep breath in.
 - Give a sigh and let your shoulders relax.
 - Open your mouth slightly to unclench your teeth.

Further Information

Useful Addresses for Further Resources or Information

Association of London Borough Road Safety Officers (ALBRSO)

Mrs Pat Dunkley
Honorary Secretary
L B of Merton
Safety Education Section
Environmental Services
Civic Centre
Morden
Surrey SM4 5DX
0208 545 3207 (Tel)
0208 545 6085 (Fax)

Bicycle Helmet Initiative Trust (BHIT)

6 Arkwright Road
First Floor
Reading RG2 0LU
0118 975 2994 (Tel)
0118 931 4018 (Fax)
BHIT@dial.pipex.com

British Standards Institution (BSI)

389 Chiswick High Road
London W4 4AL
0208 996 9000 (Tel)
0208 996 7400 (Fax)
www.bsi-global.com

Child Accident Prevention Trust (CAPT)

4th Floor
Clerk Court
18-20 Farringdon Lane
London EC1R 3HA
020 7608 3828 (Tel)
020 7608 3674 (Fax)
www.capt.org.uk

Department for Education and Skills Publications

P O Box 5050
Sherwood Park
Annesley
Nottingham NG15 0JD

Department of Environment (Northern Ireland)

Transport Division Headquarters
Clarence Court
10-18 Adelaide Street
Belfast BT2 8GB
028 9054 0540 (Tel)
www.doeni.gov.uk

Department for Transport, Local Government and the Regions (DTLR)

Great Minster House
76 Marsham Street
London SW1P 3DR
020 7944 4716 (Tel)
020 7944 271 4728 (Fax)
www.dtlr.gov.uk
DTLR Free Literature 0870 122 6236

Driving Standards Agency

Stanley House
Talbot Street
Nottingham NG1 5GU
0115 901 2500 (Tel)
0115 901 2510 (Fax)
www.dsa.gov.uk

Local Authority Road Safety Officers' Association (LARSOA)

Chair, Wendy Broome MBE
Head of Community Safety
Hertford County Council
Environment Department
County Hall
Pegs Lane
Hertford SG13 8DN
01992 556800 (Tel)
01992 556820 (Fax)
www.larsoa.org

Parliamentary Advisory Council for Transport Safety (PACTS)

St. Thomas' Hospital
Lambeth Palace Road
London SE1 7EH
0207 922 8112/3 (Tel)
0207 401 8740 (Fax)
www.pacts.org.uk

Road Peace

PO Box 2579
London NW10 3PW
0208 838 5102 (Tel)
0207 838 5103 (Fax)
www.roadpeace.org.uk

Road Safety Council of Northern Ireland

Steve Melville
Nella House
Dargan Crescent
Belfast BT3 9JP
02890 501160 (Tel)
02890 501164 (Fax)

Further Information

Useful Addresses for Further Resources or Information

Road Safety Council of Wales

Steve Baker
7 Cleeve House
Lambourne Crescent
Cardiff CF4 5GB
029 2025 0600 (Tel)
029 2025 0601 (Fax)

Royal Society for the Prevention of Accidents (RoSPA)

Edgbaston Park
353 Bristol Road
Birmingham B5 7ST
0121 248 2000 (Tel)
0121 248 2001 (Fax)
www.rospace.com

RoSPA Scotland

Mike McDonnell
Slateford House
53 Lanark Road
Edinburgh EH14 1TL
0131 455 7457 (Tel)
0131 443 9442 (Fax)

RoSPA Wales

Steve Baker
7 Cleeve House
Lambourne Crescent
Cardiff CF4 5GB
029 2025 0600 (Tel)
029 2025 0601 (Fax)

RoSPA Northern Ireland

Nella House
Dargan Crescent
Belfast BT3 9JP
02890 501160 (Tel)
02890 501164 (Fax)

Scottish Accident Prevention Council (SAPC)

Michael McDonnell
Slateford House
53 Lanark Road
Edinburgh EH14 1TL
0131 455 7457 (Tel)
0131 243 9442 (Fax)

Scottish Executive

Development Department
Area 3-H
Victoria Quay
Edinburgh EH6 6QQ
0131 244 0763 (Tel)
0131 244 0785 (Fax)
www.scotland.gov.uk

Scottish Road Safety Campaign

Heriot-Watt Research Park
Riccarton
Currie
Edinburgh EH14 4AP
0131 472 9200 (Tel)
0131 472 9201 (Fax)
www.srsc.org.uk

National Assembly for Wales

Cardiff Bay
Cardiff CF99 1NA
029 20 825111 (Tel)
www.wales.gov.uk

Advice is also available from the Road Safety Department of your local authority.

Notes



The Royal Society for the
Prevention of Accidents
RoSPA House
Edgbaston Park
353 Bristol Road
Birmingham B5 7ST

Telephone: 0121 248 2000/0870 777 2171
Fax: 0121 248 2001/0870 777 2199

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www.rospace.com