

Road Sense Virtual Delivery

Notes

To access: www.lancsfirerescue.org.uk/resources

Username: LFRS

Password: LFRSSafety



The Road Sense package is designed for delivery within a 1 hour time slot to Yr6 primary school children. The session encourages young people to make independent and sensible choices. It is designed to give the group topics to think about and then go through an open discussion to reach a solution. This enables a higher level of learning including comprehension and application as well as knowledge acquisition.

Road Sense aims to highlight the vulnerability of young road users, demonstrate the risk areas and empower them to speak up among their friends and family. LFRS deliver Road Sense as part of an agreement with Lancashire Road Safety Partnership. All the topics within the package were selected due to casualty data for this age group.

Throughout the session encourage the teachers to use the chat facility to feed back the thoughts of the class.

Slide 1



Introduce yourselves and your role within LFRS.

Encourage schools to use the chat facility by adding a comment to say Hi as you start.

Ask the teachers to mute their microphones and not unmute without being invited to do so. Encourage the chat facility to be used.

Ask if they remember a previous session delivered by LFRS in year 2?

Fire Safety Recap



Never play with matches or lighters

If your clothes catch fire.....Stop Drop Roll

Make a Fire Plan With your family

Have a working Smoke Alarm

Close Doors at night

Remember electrical safety



Discuss the points on the slide. Not all children may have a clear view of the screen so it is important to cover all points.

Remind the students to discuss a fire plan with their family – set it as a little piece of homework if the teacher is happy with that.

Fire Safety Key Messages

... What do you remember ?



Smoke Alarms

Do you have a working smoke alarm?

Escape Plan

Does all your family know how to get out of the house safely in the event of a fire?

It is similar to what you do for your school fire drill.

Bedtime Routine

Do you switch plugs off at night?

Do you close doors at night..?



Discuss the points on the slide;

Smoke Alarms:

1. Test the alarms weekly
2. Clean them regularly with a vacuum cleaner

Escape Plan:

1. Plan an escape route, making sure everyone knows the drill
2. Practice the escape route as a family
3. Keep all exits clear
4. Keep keys handy
5. Think about having a second plan if the primary route is blocked

Bedtime Routine:

1. Close all inside doors
2. Unplug any electrical items that do not need to be on
3. Check any fires or candles are out
4. Check the cooker is turned off
5. Check the washing machine / tumble dryer / dishwasher have finished

Fire Safety Key Messages

... What do you remember ?



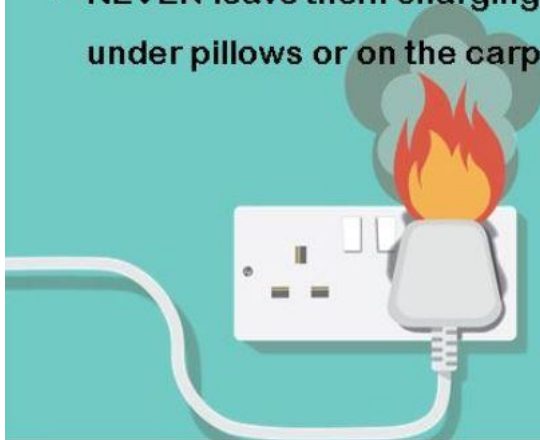
Ask the pupils to think about what has happened in this picture?

Point out the importance of closing doors at night.

Electrical Safety - play your part



- Charge phones/tablets/laptops when you are at home during the day and only on a solid surface such as a table.
- NEVER leave them charging on bedding, under pillows or on the carpet.



Discuss the points on the slide.

Slide 6



Always switch off straighteners and hairdryers as soon as you have finished using them.

Allow them to cool down on a heat proof surface before putting them away.



Discuss the points on the slide.

Explain to the students that both hairdryers (up to 140 degrees c) and straighteners (up to 230 degrees c) get very hot and if left running can cause a fire.

If they haven't got a heat resistant mat, they can use a kitchen plate – it will do the same job.

Arson - Setting Deliberate Fires



'Arson' - means deliberately setting fire to something that could cause damage or harm.

People can get hurt or even die – you, your friends, others and firefighters.

It can have a bad and long-lasting effect for all those involved as well as for their families and the local community.



Because of this, 'arson' is against the law!

You may wish to share local examples of incidents involving deliberate fires.

Ask the group to think about how many fire engines cover the area they live and how many people live within the station area? **If you have time offer them a minute to answer the question in the chat.**

The most there will be is 2 fire engines but most fire stations only have 1.

Explain a fire engine can only be in 1 place at any given time.

The Law



In England once you are aged 10 you are at the **'age of criminal responsibility'** and could be arrested for arson or making a hoax phone call.



That includes most, if not all, of you!

Explain how committing a crime could affect them further on in life with school or college placements / employment etc.

Talk about peer pressure – do they know what it is?

*Making decisions on your own is hard enough, but when other people get involved and try to **pressure** you one way or another it can be even harder. People who are your age, like your classmates, are called **peers**. When they try to **influence** how you act, to get you to do something, it's called **peer pressure**.*

Why would other people try to get them to do the wrong thing?



Now it's time to consider Road Safety.

At some point soon they will be moving to high school and gaining more independence, although that is a positive it does expose them to more risk.

The Group activities are to be done on each session where possible. These are highlighted in BOLD RED text.

Suggested activities are highlighted in BOLD black text.

Why are we here today?

Lancashire Fire and Rescue Service

At the end of this session you will have an awareness of:-

- Pedestrian Safety
- Bus Safety
- In Car Safety & Seatbelts
- Distractions
- Cycling
- The importance of wearing a Cycle Helmet

Explain why the Fire Service are involved in delivery of Road Safety Education- crews turn out to around 700 Road Traffic Collisions each year and LFRS want them to be safe when travelling independently.

Ask if they remember doing any of the following training delivered by the council:

Pedestrian training in Reception / Yr 1 / Yr2

Cycling Safety in Yr 5

If you have time: encourage them to use the chat facility to let you know what previous training they have done.

Travelling Independently

How do you usually travel each day?



Ask the group if they travel independently? Have they thought about how they will travel to high school?

Ask the teacher to use the chat facility to identify the most common modes of transport now, then how it may change when they move to high school.

Depending on the location of the school there may be a big mode shift with many pupils moving to getting a bus after being dropped off at primary school. Ask them do they know which bus route / what time is the bus / how much will it cost?

If they will be walking can they meet up with friends? What is a safe route to take?

Slide 12



This is a short clip highlights the dangers of crossing whilst being distracted by headphones / mobile phones.

After watching the clip ask the pupils to think about what they observed and what did the girl do to keep herself safe?

Offer suggestions such as removing headphones / putting phone in pocket when crossing.

It's important to look as well as listen for cars as some electric vehicles are almost silent.

Slide 13



Be Seen Be Safe.

Some road users won't see you if you only wear dark clothing. Help other road users to see you.

Wear or carry something light-coloured, bright or fluorescent in poor daylight conditions.

When it is dark use reflective materials (e.g. armbands, sashes, waistcoats, jackets, footwear) which can be seen by drivers using headlights up to three times as far away as non-reflective materials.

If you don't want to wear hi viz at least consider having a contrast in colour so you stand out from environment you are in, highlighted in the photo on the slide.

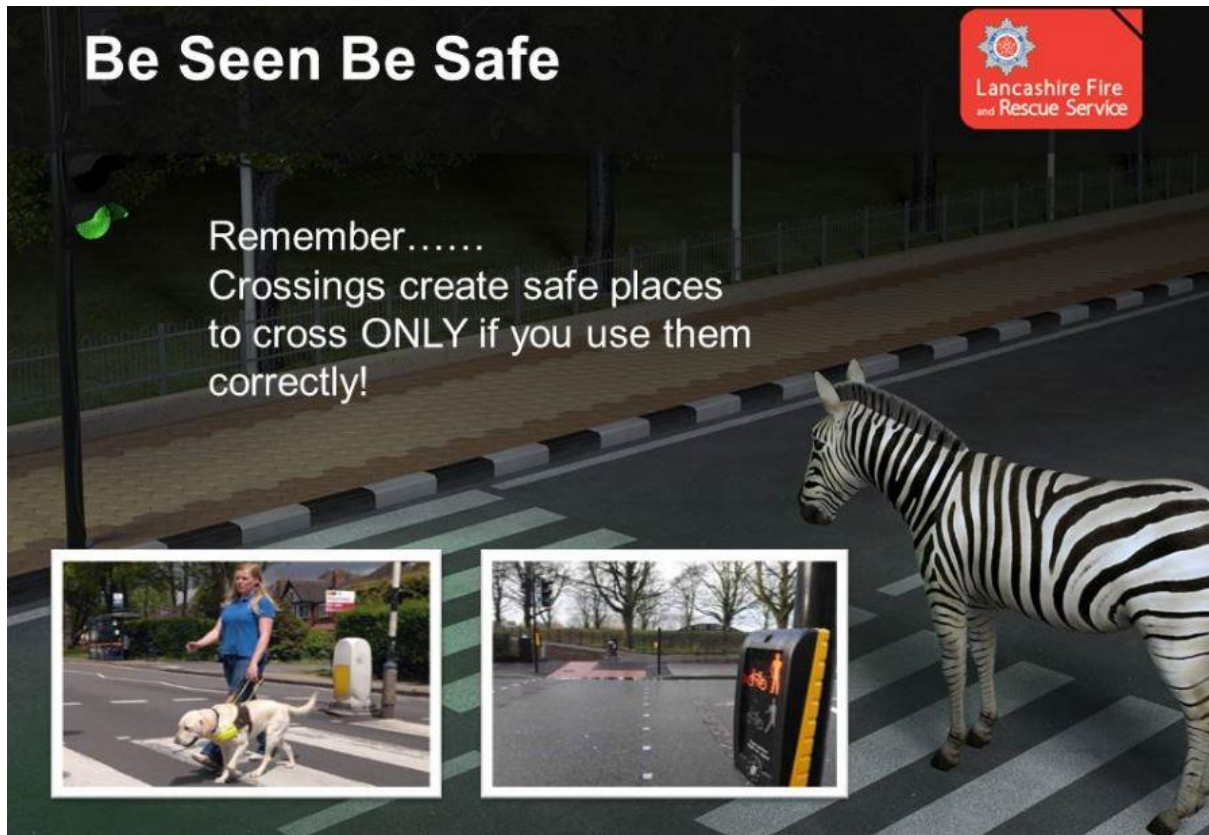
Slide 14

Awareness Test

Show the pupils the clip

Encourage the use of the chat facility and ask them did they spot the moonwalking bear?!

Explain how easy it is for people to blend into an environment – this could be them crossing the road or riding their bike.



As a minimum explain to the students crossings are only safe places to cross if we use them as they have been designed to be used. Always wait and make eye contact with drivers before stepping out – even if the green man is on.

Extra info just in case you get asked:

Zebra crossing.:

- Flashing yellow beacons on black and white striped poles.
- Zig zag lines approaching the crossing.
- No traffic lights or 'green figure' to show when to cross.

Pelican crossing.

- Zig zag lines approaching the crossing
- Traffic lights.
- A red figure telling pedestrians when to stop, a green figure to show when it is safe to cross.
- An Activation Button.
- A bleeping sound to show when it is safe to cross.

Puffin crossing.

- Similar to pelican crossings but instead of a green and red figure being on the other side of the road, they are next to you above the push button.
- They have motion detectors to know when someone is waiting to cross and when they have reached the other side of the road.

Toucan. The name toucan is based on the fact that 'two can cross' - because these are joint pedestrian and cycle crossings. Toucan crossing is 4m wide so both pedestrians and cyclists can cross at the same time

- Similar to puffin crossings, a red and green cycle signal is given, as well as a red and green figure signal, as they allow both cyclists and pedestrians to cross. They are next to you above the push button, but they have motion detectors to know when someone is waiting to cross and when they have reached the other side of the road.
- There are no flashing green figures.
- These crossings are normally found near parks or cycle lanes.
- After a period of time the green figure will start flashing. Do not cross when the red figure shows or start to cross when the green figure begins to flash. If you have started to cross the road, you will have enough time to cross.
- This is the only pedestrian crossing which has a flashing amber light as part of its sequence.
- The crossing can be in a straight line or staggered; if it goes straight across the road then it is treated as one crossing even if it has a central island. If the crossing is staggered and not in line, then the crossings are treated as separate. Cyclists should dismount and give pedestrians right of way

Pelican, puffin and toucan crossings can also help blind and partially sighted people by sounding a bleeper when it is safe to cross. They can also give a tactile signal, with a small rotating cone under the push button that spins when the green figure shows.

Equestrian crossing These allow horses and their riders to cross. They may also have a separate crossing next to them for pedestrians, or pedestrians and cyclists. They do not have a flashing green figure.

Bus Safety



You have just got off the RED bus, what is the danger here?

Group activity: Give them 2 minutes to answer the question on the slide.

One of the biggest issues in Lancashire is alighting from a bus and walking around the rear straight into the road. Travellers are getting hit by cars travelling in opposite direction.

Remember:

- Stop, look and listen before you cross any road
- Stay on the footpath or the verge until the bus has moved far away
- Act sensibly on and around school buses
- Dangers from traffic can be hidden from view by the school bus
- Never cross the road in front of the bus

In Car Safety



What do you think could be a distraction?

What could be a distraction?

Group Activity: list 5 possible in car distractions – use the chat facility to feed back. Allow 2 minutes for this activity.

In-car distractions could include passengers arguing, kicking, shouting, 'are we there yet?' Unrestrained dogs, mobile phones, loud music

Out-of-car distractions are plentiful. The driver may also experience distractions from unpredictable pedestrians, cyclists and other road users. Very busy environments.

Safety in the car – seat belts



Seat belts don't just protect you - they protect everyone in the car.

Your body becomes the weight of a small elephant if in a collision at 30 mph or more.

Imagine being hit by a 'flying' elephant and the damage this could cause.



Did you know...?

Adult seat belts are not designed for children as they don't sit across the right parts of the body. If a child isn't in the right booster or car seat, they can be injured by the seat belt in a crash.

All people and objects need to be secured in a car – wearing a seatbelt keeps you in your own seat.

Objects need to be stored safely so they don't cause damage to people in the event of a collision.

The law says that children under 3 are not allowed to travel anywhere in a car without an appropriate child restraint – usually a baby or child car seat.

Trying to hold a small baby in a car crash at 30mph would be like trying to lift 8 bags of cement at the same time.

Always ensure dogs or other pets are suitably restrained as well.

Safety in the car – seat belts

Not wearing a seat belt is very dangerous.

When people are seriously hurt or even die in a car crash it is often because they have not worn their seat belt.

The law says you MUST wear a seatbelt.

If you don't wear a seat belt – the driver will be fined or worse!

After the age of 14 it is your responsibility and you will get the fine!



4 stages of a crash are: vehicle hitting an object: you hitting vehicle or restraint: your internal organs hitting your body: objects in the vehicle...

Seatbelts don't just protect you they protect everyone in the car – friends and family. They are designed to keep you safe, to minimise injury in a crash. The law says you MUST wear a seatbelt.

As a driver you may get a fine of up to £500 (usually £100) and three penalty points for not wearing your seat belt. If you are carrying a child under 14 without the proper restraint you are liable for a fine and three penalty points.

For passengers 14 years old and over, it is their own responsibility to ensure that they wear a seat belt if there is one available.

Safety in the Car – booster seats



Booster seats and the law!

Unless you are 135 cm or 12 years old you must use a high backed booster seat.

This makes the seat belt sit across your collar bone and pelvis, providing the best protection in the event of a collision.



Booster seats The law states that booster seats **MUST** be used if under the age of 12yrs OR under 135cm. Upon attaining either there is no law requirement.

You must make sure that any children in the vehicle you're driving are:

- in the correct car seat for their height or weight until they reach 135 centimetres tall or their 12th birthday, whichever is first
- wearing a seat belt if they're 12 or 13 years old, or younger and over 135cm tall

Children are not small adults and that is why we have different restraints for different stages of their development

Activity suggestion for after the session: mark out 135 cm on a wall and encourage the children to be measured. How tall are they?

Safer Cycling



Cycling and the law: it is against the Law to cycle on a pavement however Police are advised to use discretion to deal with the matter.

It's the Law to have bike light, white on front, red on rear between sunset and sunrise.

Did you know???.... Every bike should have a bell.

PLEASE MENTION E SCOOTERS AT THIS POINT:

You can buy one but cant ride it on a public road or cycle lane.

They are currently BANNED in LANCASHIRE and can be confiscated by the police.

Lots of the information we have covered about being a safe pedestrian can be transferred to when we are cycling too; you need to be seen to be safe, use safe routes and be aware of what is going on around you.

Slide 22



Before playing the clip ask the group do some of the class have mobile phones?

Do any of you put your phone in a case?

Why would you use a case?

Then ask them to consider if they use a helmet when riding a bike....

Play the clip

Summarise at the end – look after your head like you would look after your phone! Your brain is the control centre of the body and cant be fixed if it gets damaged.

Cyclists - being safe!



When cycling make sure you - **Protect yourself!**



- **Wear a helmet – your brain is precious!**
- **Make sure your bike is in good working order – like a fire engine has to be.**
- **Be aware of what is going on around you.**
- **Don't be distracted by using mobiles, i-pods or mp3 players when cycling.**
- **Follow the rules of the road.**

Discuss the points on the slide.

Explain how important it is for fire fighters to wear helmets at incidents. They have a number of different helmets they wear and will select the most appropriate for the incident they are attending.

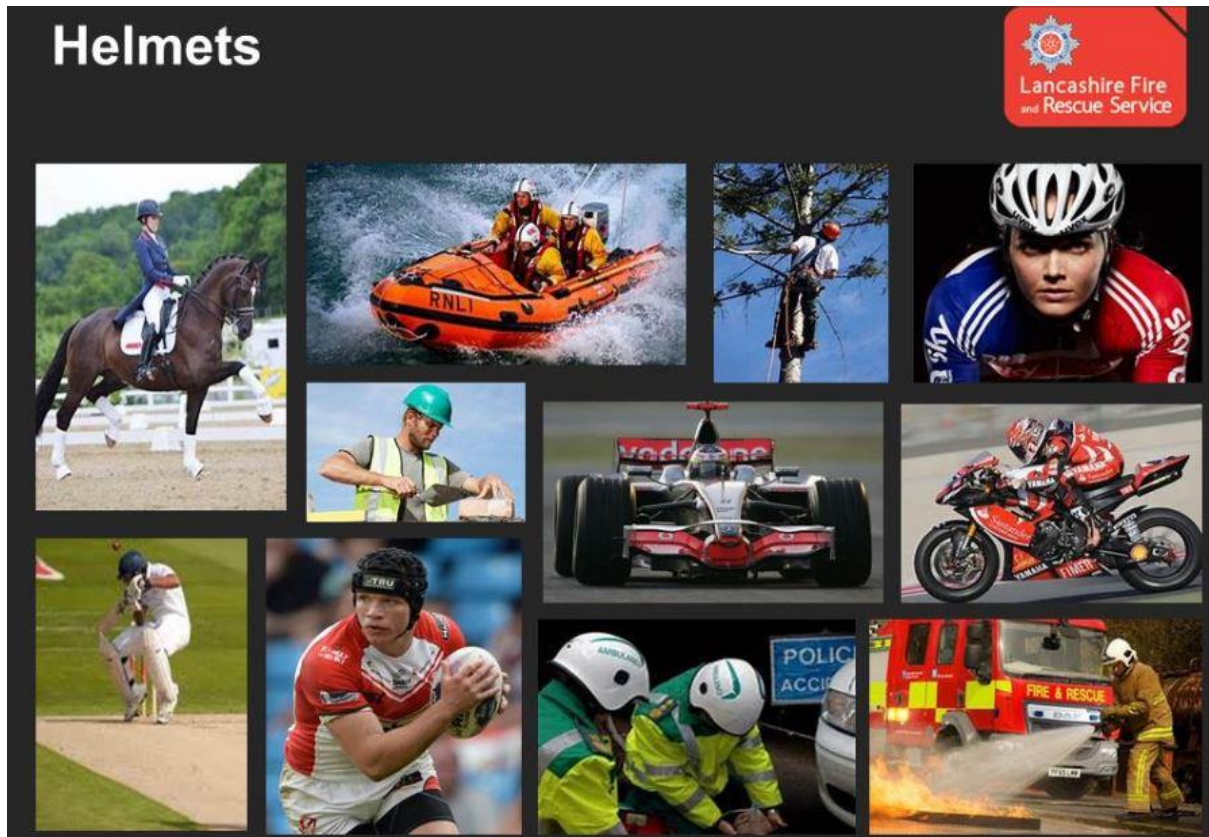
Helmets.... who wears one?



How many occupations or sports can you name that require helmet use?



GROUP ACTIVITY: List 5 occupations or sports that require helmet use. Use the chat facility to feed back. Allow 2 minutes for this activity.



Cycle helmets It's not yet the Law but for safety reasons they are strongly advised. Explain the importance of FF PPE.

Who wears a helmet?

- | | | | |
|--------------|------------|------------------------|-----------|
| Firefighter | Builder | Police | RNLI |
| NWAS | Cricketer | Horse rider | Formula 1 |
| Rugby player | Superbikes | Cyclist/Tour de France | |

The severity of an injury reduces up to 80% with the correct use of a helmet

Who is most at risk? Everyone who is a road user is at risk

Remember



You have to help yourself



to be safe!

Be Seen Be Safe

Summarise the session, paying particular attention to localised issues.

Remind the students about discussing a fire plan with their family and planning their route to high school before they go in September.

Quiz Time

