

## Objectives

2e. 4a: To develop an understanding of geographical patterns.

## Resources

Resource Sheets 3-8, scissors, pencils and paper, glue, colouring pencils, crayons etc, Arrive Alive posters, junk boxes, toy vehicles, model people, model items of street furniture if available e.g. traffic lights, street lamps, bus stop, telephone box, street signs etc.

## Introduction

Brainstorm with the children to determine what streets contain. Record all of their ideas. Point out that not all streets have all of these things. Then ask them to pick out which of these things are to keep people safe. Highlight these. Tell the children that they are going to make a 'safe' street. Show the children the resources you have collected (people, vehicles, items of street furniture) and ask the children which other things are needed to complete a safe street. The children should quickly realise that there are no buildings but may need support to list safety items such as pedestrian crossings, road safety signs, school crossing patrols etc. If you have any of these available as models, show them to the children.

## Activity 1

Let each child make a street for the buildings using Resource Sheets 4-8. Each child will colour the face of a building and then stick the A5 sheet onto a suitable junk box. Then make road safety items using Resource Sheet 3. These should be cut out, then completed and coloured in by the children and stuck onto card or onto small junk boxes. The Arrive Alive posters will be helpful for this last task.

## Activity 2

Assemble the street(s). Let each child place their building in the street. Discuss where the items of street furniture should be located; in particular where the safety things should go and why, for example, a safe crossing place for pedestrians would be needed near a school, mosque, church, and food outlet. Add these to the street.

## Plenary

Ask the children if they would like to live in the street or not and encourage them to give reasons. Ask them what would help to keep them safe if they were able to shrink and then walk along it.

## Assessment and Evaluation

Know that street furniture is arranged in a road.

## Points to Note

1. Children may like to design and make further items from the street.
2. Teachers of Year 2 children could adapt this lesson by asking the children to make a plan of their safe street.
3. The street can be rearranged in subsequent sessions by different groups of children.
4. Physical features such as the brow of a hill may be added and the subsequent effect on road safety discussed.