

Objectives

Links: QCA Unit 1a – An introduction to modelling.

Aim: For children to develop an understanding of planning a safe journey.

ICT: To use ICT to model a real or fantasy situation by using an object based program.

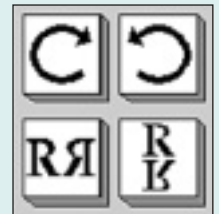
Resources

- **Myworld** and the **maketown** file (this file comes as standard).
- A pre-created maketown file that is saved and accessible to the children. This should include four locations e.g. the park, the school, my house and the shop.
- A printout of the pre-created map (Resource Sheet 1).



ICT Vocabulary

- Click
- Rotate
- Drag
- Reflect



Pupil Prior Knowledge

The children need to know:

- How to place objects on the screen e.g. dress teddy.
- Know how to rotate and reflect objects.
- What a zebra crossing is and what it is for.

Introduction

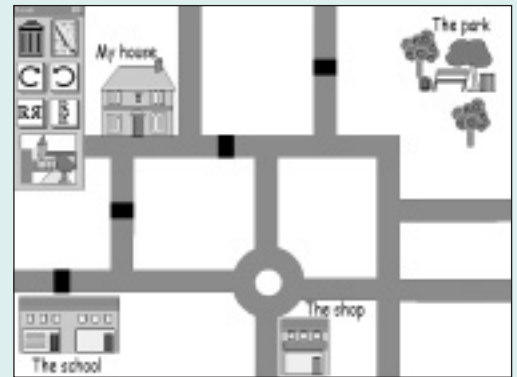
This activity is based upon the Myworld file maketown. Using the zebra crossing symbol the children are going to use their knowledge and understanding to plan a safe journey.

Although not essential this activity is better if it is based upon a journey/route that the children have completed e.g. the route to the shops.

- Discuss with the children what a zebra crossing is and what it is for.
- Using the printout of the map discuss with the children where would be the best places to put zebra crossings so that they can safely go from one place to another. Stress the importance of placing the zebra crossings in a place where there is a 'clear line of sight'.

- The map on the right indicates a route from the school to the park.
- Have the map already open for the children to use.
- Demonstrate to the children how to pick up and rotate the zebra crossing.

TIP: To rotate the Zebra crossing click on it and take it to the rotation button. Making sure that both the zebra crossing and the mouse pointer are on the button click. The zebra crossing will rotate each time you click.



Activity

- Set the children a task by giving them two locations they are to work out a safe journey for e.g. the shop to the park or the school to the house.
- Once the children have finished placing the zebra crossings:
- Check there are sufficient crossings and they can safely get from one location to another.
- Discuss with the children the suitability of the places they have selected for the crossings.
- Have the children printout their work (Press the ALT key and then click on Print).

TIP: The zebra crossings can be moved by clicking on them or they can be deleted by clicking on them and then clicking on the dustbin.

- Have the children create their own map. This can be an imaginary map but would be better if it is based upon an area they know. This would enable you to discuss with the children where they cross roads, etc.
- Have the children place zebra crossing in suitable locations. With some children you could introduce traffic lights.

Plenary

- Using the children's printouts of the map compare the locations of the crossings. How safe are their journeys? Have they all selected the same spots for crossing?
- Discuss with the children whether it would be a good idea to cross on junctions or road islands.