

LOLLIPOP PERSON

NOV 2016



LIVING

STREETS

LET'S
WALK TO
SCHOOL

AIM

To learn about keeping safe on the roads in preparation for more independent travelling.

OBJECTIVES

- To recap on road safety rules including the Green Cross Code.
- To develop an awareness of hazards and safe crossing places in the local area in preparation for travelling independently to school.
- To learn how lollipop people keep us safe when we are making journeys by foot.

RESOURCES

- Local area map
- Cameras



THE GREEN CROSS CODE

1. First find a safe place to cross.
2. Stop before you get to the kerb (check that all the children understand where the kerb is).
3. Look all around for traffic and listen.
4. If traffic is coming, let it pass.
5. When it is safe, go straight across the road. Do not run.

CURRICULUM LINKS

England	HISTORY	GEOGRAPHY
Wales	HISTORY	GEOGRAPHY
Scotland	SOCIAL STUDIES	HEALTH & WELLBEING

Did you know?



The first zebra crossing in the UK was installed in 1951 in Slough, Berkshire, after a campaign by Living Streets.

We are Living Streets, the UK charity for everyday walking. These learning resources support participation in WOW, our year-round walk to school challenge.

For further information on WOW and the full set of learning resources, visit www.livingstreets.org.uk/walktoschool

Get in touch: walktoschool@livingstreets.org.uk 020 7377 4900

LOLLIPOP PERSON

LESSON PLAN



MAIN LESSON (30 MINUTES)

INTRODUCTION

Ask the children to think of as many things as they can to do with road safety while walking. Recap on the Green Cross Code (overleaf) and remind the children that they should still be accompanied by an adult when crossing the road but they will be starting to think about independent journeys now they are in KS2.

Go through each point and encourage the children to explain further what each one means in relation to where the school is. Talk about how lollipop people help children and families to cross roads around schools. Perhaps you have one at your school. Explain that the official name for lollipop people is school crossing patrol officers but they are called lollipop people after the shape of the sign they use. They hold a stop sign (lollipop) and wear a high visibility jacket so they can be seen even if it's dark or raining. If possible, invite your local lollipop person in to talk about their job and how they keep road users safe.

DEVELOPMENT

Lollipop people help us cross the roads safely but what can we do to keep ourselves as safe as possible when out and about? As a class, plan a walking route from school to another part of the local area such as a library, place of local interest or park. Look at a map of the local area to help plan the route. Walk the route and look for all the hazards on the journey, like road crossings, places where traffic is heavy or blind corners. Find the safest places to cross and remind the children that these may not necessarily be the quickest routes. This could either be done as a whole class or in smaller groups, accompanied by adults, which report back. You could take photos of the safest places to cross and the hazards the children spot, such as overhanging trees, signage on pavements, hidden entrances and road-works. Ask the children to look for pelican, puffin and zebra crossings and footbridges. If no crossings are around, look for the safest places to cross away from parked cars, blind corners and bicycle lanes. Talk about other hazards that might prevent us from crossing safely, including wearing headphones and listening to music or looking at your mobile phone.

PLENARY

Once back in the classroom, compare notes and discuss the hazards and safe areas of the routes investigated. Ask each child to describe three hazards they observed and three safety precautions they could take when walking to school independently.

EXTENSION (30 MINUTES)

Ask the children to write a letter to the local lollipop person thanking them for making the local area safer. Ask them to include how walking to school might be different if they were not there. You could hand-deliver the letters to the lollipop person. If the school doesn't have a local lollipop person, ask the children to write a letter to the council suggesting how to make the local area safer for families walking to school and how a lollipop person could help with that.